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The Certain Areas in which Omaha High School Youth Desire Counseling

Mabel B. Carlson

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A THESIS

THE CERTAIN AREAS IN WHICH
OMAHA HIGH SCHOOL YOUTH DESIRE COUNSELING

Submitted by

Mabel B. Carlson, A. B.

In partial fulfillment of the requirements 42
for the Degree of Master of Arts 31
In the 6
Department of Sociology 23
of the 1
Municipal University of Omaha
1948 41

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*Any time, Sunday
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INTRODUCTION

Human engineering is a great job. Many individuals fail to do their part in solving such problems as war, crime, and international intrigue because they have the attitude that the part they can play is so minute that their services would have little significance. However, these serious social problems have origin in individual selfishness; in the indifference of an individual to the needs and welfare of others; in jealousies and unfriendliness which individuals evidence in their day-by-day relations to others. People are taught to feel and think about themselves and others; and if our institutions of learning are to make worthwhile contributions to the solutions of these larger social problems, they cannot be unmindful to the attitudes students express within the classroom or the quality of human relationships exhibited there.

Since our modern conception of the secondary school interprets it not only as a teaching agency but as one which enables students to study themselves, I determined to do my research on the certain areas in which Omaha high school youth desire guidance and counseling.

Guidance and counseling, the essence of education, is the primary task of the school, the home, and the church. The two major aims in guidance and counseling are:

1. To help the individual boy or girl become familiar with a wide range of information about himself, his interests, his aptitudes, and his potentialities so that he may develop an educational plan to meet his own needs.
2. To develop in him creative initiative to meet and solve his own problems, by facing his mistakes and modifying his plans accordingly.

Boys and girls must be aided in developing themselves not only intellectually, but socially, emotionally, spiritually, physically, and vocationally. It is readily accepted that the failing pupil, the delinquent, the physically handicapped, and other kinds of deviates need help. This study is made with the major interest in checking the less commonly accepted view that nearly all pupils have problems and needs of sufficient importance to merit competent assistance in developing into mature integral personalities that will be a satisfaction both to themselves and to society.

To an observant principal or classroom teacher, frequent are the opportunities for sensing the problems and needs of youth. The great increase of enrollment in secondary schools, the great diversity of interest and ability, and the increase of subject offerings pointed out to us the particular needs of the youth at this stage of his life for understanding and help. With inner changes taking place which at times perplex him and outer experiences continually demanding that he make decisions, the

youth frequently becomes maladjusted with respect to home, school, and community.

During the writer's experience as a classroom instructor and as a counselor, she has seen much evidence that every pupil needs assistance:

1. In solving personal problems.
2. In understanding himself by making an inventory of his abilities and potentialities.
3. In learning more about the conditions he will meet in the future.
4. In planning his education to meet his needs for solving his own problems.

No program of education for youth of secondary age will be effective unless it fits the vital needs of the young people themselves.¹ One way of finding out what youth want and need is to ask them. The confidence and friendship of high school students were enlisted to answer a questionnaire, and their responses were studied in terms of what they thought or felt they wanted in guidance and counseling.

The problem of this thesis is to discover as far as possible the certain areas in which Omaha high school youth desire counseling.

The areas refer to the grouping of the "centers of interest or experience" in the questionnaire:

¹Olsen, Willard C., "Personal and Social Relationships," What Does Research Say, Bulletin Number 308, Lansing, Michigan, 1937, p. 16.

1. How to protect your physical and mental health.
2. How to be more charming.
3. How to get along with others.
4. How to insure a happy home life.
5. How to choose a vocation.
6. How to use leisure time.
7. How to work and study effectively.
8. How to develop a philosophy of life.

Guidance and counseling is a process, not an event; guidance is needed by human beings of all ages whether in educational institutions or out; self-guidance, not prescription, is the goal to be sought.² Guidance and counseling is the giving of information and service and the affording of experience which will assist in preparation for life. By desires for counseling is meant the problems selected by the high school youth as being pertinent to their needs. It is with this interpretation that the terms are used in the study.

Four secondary schools of Omaha--Central, Technical, South, and Benson--each representing a different type of enrollment, were studied through a basic questionnaire. The material included was determined by the study of problems of high school youth as set up by several writers of authority in the field, and by the writer's own experience with this age group. Additions and corrections were

²Rosecrance, Francis C., "Present-Day Challenges to Guidance," Bulletin of the National Association of Secondary Principals, December, 1940, p. 14.

made by Mr. Leon Smith, Miss Belle Ryan, Mrs. Margaret O'Brien, and Miss Mary McNamara, all of whom have had a sincere interest in the needs of youth in the Omaha schools. The questionnaire was submitted to the seniors by members of the Guidance and Counseling Curriculum Committee. The plea was made to students that, having had almost four years of high school, they could aid the future high school student to have better guidance and counseling by thoughtfully checking this questionnaire, which incorporated the eight areas of student problems previously stated. The response showed serious consideration by the seniors. The results of the study will be presented by tables and graphs. Beyond this, additional pertinent information was solicited by suggesting under various heading that the student write in any problems or comments that he desired to express. Real interest was indicated by the number who attempted constructive criticism.

The questionnaire was also presented to a random sampling of juniors in Benson High School. The writer interviewed fifty college students, and as a result of the interview had them check the questionnaire. The addresses of sixty pupils who had dropped out of school during the last school year were obtained from the attendance office, and the questionnaire was sent to them.

To supplement the questionnaire a schedule was prepared and parents were interviewed. Some parents who are patrons of each of the high schools indicated their ideas in regard to the problems of youth at this time. Other

data that supplied information were interviews of students with counselors and teachers.

Some idea of the nature and significance of problems of youth may be had by noting questions asked by them and their implications. The curriculum used in the group guidance classes of Benson High School during the first semester of the ninth grade includes a survey study of each of the areas of experience used in the questionnaire. Therefore, the problems in which the freshmen desire counseling have been analyzed by classification of questions selected at random from the question box in group guidance.

The major method in this study is the survey method, but the historical has also been utilized. The writer has, during the two years of intensive study on youth problems, attempted to read and evaluate the books and periodicals written by authorities in the field. The contributions of guidance and counseling meeting the needs and interests of pupils in the secondary school has been a related interest.

By the questionnaire all students included in the survey have indicated what guidance and counseling they have realized and by whom they have been counseled. The majority of the seniors in the study say that they have sought the advice of a counselor at various times. At the high school age the youth is rapidly coming into possession of his full mental power and, as we see, he is seeking answers to his problems.

Realizing that the information in this study is not static, we present it so that it may arouse interest in further research as to the needs of pupils of secondary age. Should the discussion be valuable in presenting the real needs of young people of high school age in Omaha, it is hoped that even this study may cause action to be taken by those functioning in the field of guidance and counseling, especially in the areas of "How to Study" and "Selection of a Vocation." Research has no value unless we do something about the results.

The writer hesitates to conclude with a statement that has been repeated so often in recent years, but she dares to ask how much has been done about it. The school must teach the boy and girl, and not the subject. The child is the end; the curriculum and the subject matter, the means. To this end we need to know the child more thoroughly as a human being, not as a trained parrot. Our neglect of genuinely valid subject matter is sad enough, but our neglect of the real child is appalling. This neglect is one of the blights of education. Progress will come and does come when we really know the interests and needs of boys and girls.³

³Cole, Luella, Psychology of Adolescence, p. 503

Chapter I

HISTORICAL BACKGROUND

In an effort to discover what the problems of youth are, many studies of the conditions and attitudes of young people have been made in the last decade. Since the age of the high school students in this study is between fourteen and nineteen years, the writer has concentrated upon the information of authorities concerning this age-group.

In October, 1935, the American Youth Commission devoted its efforts to trying to find the answer to how the youth could face the very fundamental problem: what to do with himself during the ever-widening period between the time when schools are through with him and jobs are ready for him. This research attempted to study his relation to the church, the school, the street gang, the neighborhood club, the recreation center, the library, the home, and the job. Youth were interviewed everywhere. Besides factual data, the examiners probed for ideas, reactions, and attitudes in a diversity of social, economic, and educational levels. In view of these precautions, this research, although made in Maryland, was considered to have national implications.

The study brings into sharp relief certain urgent social problems of youth:

1. The secondary school is still a highly selective institution adapted to the needs of a small minority of youth.
2. The finding of employment for youth as they emerge from their school experience was found to be an urgent need. At that time the average period of delay for youth who dropped out of school before the age of sixteen was three and one-half years and the average duration of unemployment was one year, eleven months. At the time of the study twenty-six per cent of all of them had never been employed.
3. A very large percentage of youth asserted that economic security is their most urgent personal need, hence guidance is one of youth's most pressing necessities. Occupations are becoming more mechanized and more insecure for one with a single vocational skill.
4. Because of reduction in hours of labor, the matter of leisure time emerges as a social problem.
5. A great need was found for attention to health education, including social and personal hygiene.⁴

Illustrating with brief descriptive stories of actual cases, Douglas A. Thom presents his selection of the problems of adolescents that in his judgment are least understood by those who are endeavoring to help this age-group.

1. The variety of social standards that seem to be approved by different groups make it difficult for the adolescent to be sure of behavior that will be approved by the social group.
2. Undesirable habits and attitudes such as mannerisms, blinking the eyes, and stammering, are extremely annoying to others and often cause the adolescent much concern.

⁴Cf., Bell, Howard M., Youth Tell Their Story

3. The early evidence of asocial activity as liking to be destructive or dishonest are conduct problems of adolescents.
4. Youth often find themselves the victims of problems of special environment, especially in the secondary school. One might accept a dare to smoke at school. Another, wishing he could be included socially, relates the events of his "date" of last evening to his friends. He was actually studying geometry. A few adolescents are always the center of any noise or disorder. Most of these problems are related to the youth's concern to keep pace with others of his age.
5. All adolescents must pass through the period of adjustment to maturing sex drives. These four or five years are most important for youth to have help in acquiring poise and in realizing the satisfaction that comes with the ability to say and do things at the right time. They also need help in recognizing that happy, wholesome boy and girl relationship will lead to greater satisfaction and more success in life.⁵

On January 28, 1936, a conference of students in youth problems, held in the office of Dr. F. J. Kelly of the United States Office of Education, made a statement as to "Youth's Most Urgent Problems." Harl R. Douglass has summarized them and also has added important information from his own broad experience in the social field. Only the more important problems can be presented here.

The immediate difficulties of youth really can be grouped into a few areas. Perhaps most vital, until the

⁵Cf., Thom, Douglas A., Normal Youth and Its Everyday Problems

age of eighteen or twenty is reached, is the desire to experience personal achievement and find a satisfying place among fellow youth. This desire for self-expression may not be constantly thwarted without injury to the personality of the adolescent.

Youth individually should be seriously concerned with health. Normally they seek a satisfying social and recreational life. For future mental health, they should have satisfaction of these urges. They become impressed by the importance of sex, but are bewildered by the failure of adults to enlighten them. This conflict between the normal urges related to sex and the taboos imposed by adults often builds a feeling of either guilt or fear that is dangerous to mental health.

Youth of today, more than ever, question the school. They want to be instructed in the events and tendencies of the day. They are interested in world problems. Many of the disciplinary problems arise from the resentment of students for those educators who concentrate on verbal learning and fail to explain to them its implications for life.⁶

The crux of the adolescent adjustment for many is the striking difference between the primary group pattern and those of secondary groups in which they begin to

⁶Douglass, Harl R., Secondary Education for Youth in Modern America, pp. 32-40.

participate as they take their first steps toward becoming independent from their family. Secondary groups introduce youth to new liberties. It is easier to escape the consequence of acts, thus their problem of making their own decisions is a real one. Therefore, youth take their first steps toward moral maturity. Their experiences are in many groups which hold different goals for life and expect different patterns of conduct. The problem of getting all the "club selves" to agree is not easy for any adolescent.⁷

Normal young people live in three worlds: their own age-group, their family, and, the most unreal of these, the world of adults, which they expect to enter after they have finished school. The youth who fails to adjust to his own age-group is most unfortunate. This leads us to the problem of the exceptional child. Talent is unsocial. Many a youth with special talent may push far ahead of the times and tend to become a critic or revolutionist.⁸ Harl Douglass refers to such a student as the youth that is impatient with iron-clad standardization and chafes under routine and discipline.⁹

An inevitable consequence of adolescence is the appearance of much conduct that does not meet with the approval of the customs of the parents or the conventions of society.

⁷Landis, Paul H., Adolescence and Youth, p. 66.

⁸Bogardus, Emory S., Fundamentals of Social Psychology, p. 152.

⁹Douglass, Op. Cit.

Sometimes these violations are serious and damaging; often they are incidental. Many kinds of specialists have made a study and interpretation of these forms of behavior. Some think of this problem of behavior as limited to delinquents. However, in this study we desire to consider the delinquent child with behavior differing only in degree from that of any other adolescent. Dr. Sullenger says,

"We regard the so-called delinquent child as a mis-directed normal human being. He represents a cross section of juvenile society."¹⁰

Therefore, one must think of those who have court records as constituting but a portion of a much larger group of adolescents who manifest troublesome behavior. For that reason this study has omitted any detailed work on special delinquency problems and emphasized preventive measures for problems of all adolescents.

SUMMARY

Within the past decade several rather extensive and a few intensive surveys have been made concerning adolescent problems. The answers to these problems can never be exact because the environment in which youth live is continually changing and likewise their problems are changing. When the American Youth Commission made their study in 1935, one of the most serious problems faced was unemployment of

¹⁰Sullenger, T. Earl, Social Determinants in Juvenile Delinquency, p. 7.

youth. Today, youth have been able to obtain employment with such ease that they have left school without sufficient preparation in many instances. Even individual counseling cannot convince them that competition may later mean unemployment if they are not qualified. Thus we see that problems of youth are constantly changing.

Nevertheless, scanning over the results of studies, we believe the problems could be grouped into ten areas:

1. How to improve one's physical health and endurance.
2. How to make friends and find a satisfying place among fellow youth.
3. How to improve dress and manners in order to be acceptable to others.
4. How to choose wisely one's recreations for leisure time.
5. How to learn to solve one's own problems and adjust to maturing sex drives. For future mental health youth should have satisfying social and recreational experiences.
6. How to insure a happy home life.
7. How to work and study effectively.
8. How to choose a vocation.
9. How to become more intelligently tolerant and interested in world problems.
10. How to develop a wholesome philosophy of life by the decisions made in the other nine areas.

The solving of the problems in these areas depends upon the guidance youth have to develop themselves mentally,

morally, and spiritually. The classification into areas may vary, but the challenging opportunity and obligation is: what are leaders in the schools and communities throughout the nation going to do with these neglected needs?

Chapter II

ANALYSIS OF THE AREAS IN WHICH OMAHA HIGH SCHOOL YOUTH DESIRE COUNSELING

The need for helping our youth to make a self-analysis of their own problems is necessary so that desirable adjustments may be realized which will lead to self-improvement. Much information about students must be secured if we are to plan educational processes to meet their needs.

What are youth's problems? Believing that no one should be more conscious of their problems than the youth themselves, we prepared the questionnaire explained in the introduction. The problems included are divided into eight areas: physical health, mental health, leisure and hobby, culture and charm, human relationships, home, work and study, and vocational choice. Such a division of problems is only for convenience of discussion as some one problem might be related to any number of the areas.

Four hundred ninety-five senior girls and four hundred forty senior boys made known the areas of problems in which they desired counseling by checking the questionnaire prepared for this study. These seniors also indicated the problems upon which they had been counseled while attending high school and by whom they had been counseled. Many showed interest by writing comments to give expression to ideas that were not included in the original questionnaire.

A random sampling of one hundred twenty-nine juniors of Benson High School checked the same questionnaire. On the page following, Graph I presents the age-frequency of the 935 seniors. Graph II presents the age-frequency of the juniors of the page following the next. The age-groups included in the study range from fifteen to nineteen years.

As reported in the introduction, fifty college students were interviewed. Fortunately, most of these students were juniors or seniors who had the perspective we desired. During the interview if the student volunteered an interesting point of view, the writer asked him to summarize this briefly on the questionnaire.

The areas of problems in which the freshmen of Benson High School desire counseling have been analyzed by classification of questions selected at random from the question box in group guidance.

The first area considered in the study is that of physical health. Basing the suggestion on the frequency of the problem, the school nurse asked that we include vision, hearing, and teeth to be checked under this topic. Twenty-eight and two-tenths per cent (263) of the seniors, as shown in Table 4, Graph 3, failed to check any item on health. Table 3, Table 4, and Table 5 give the number of seniors, juniors, and college students checking these problems. Graph 3 and Graph 4 present the percentage of each group checking. Table 5 and Graph 3 show more college students are interested in health problems than seniors.

Table 1

Age-Frequency Table of 935 Seniors in the 4 High Schools

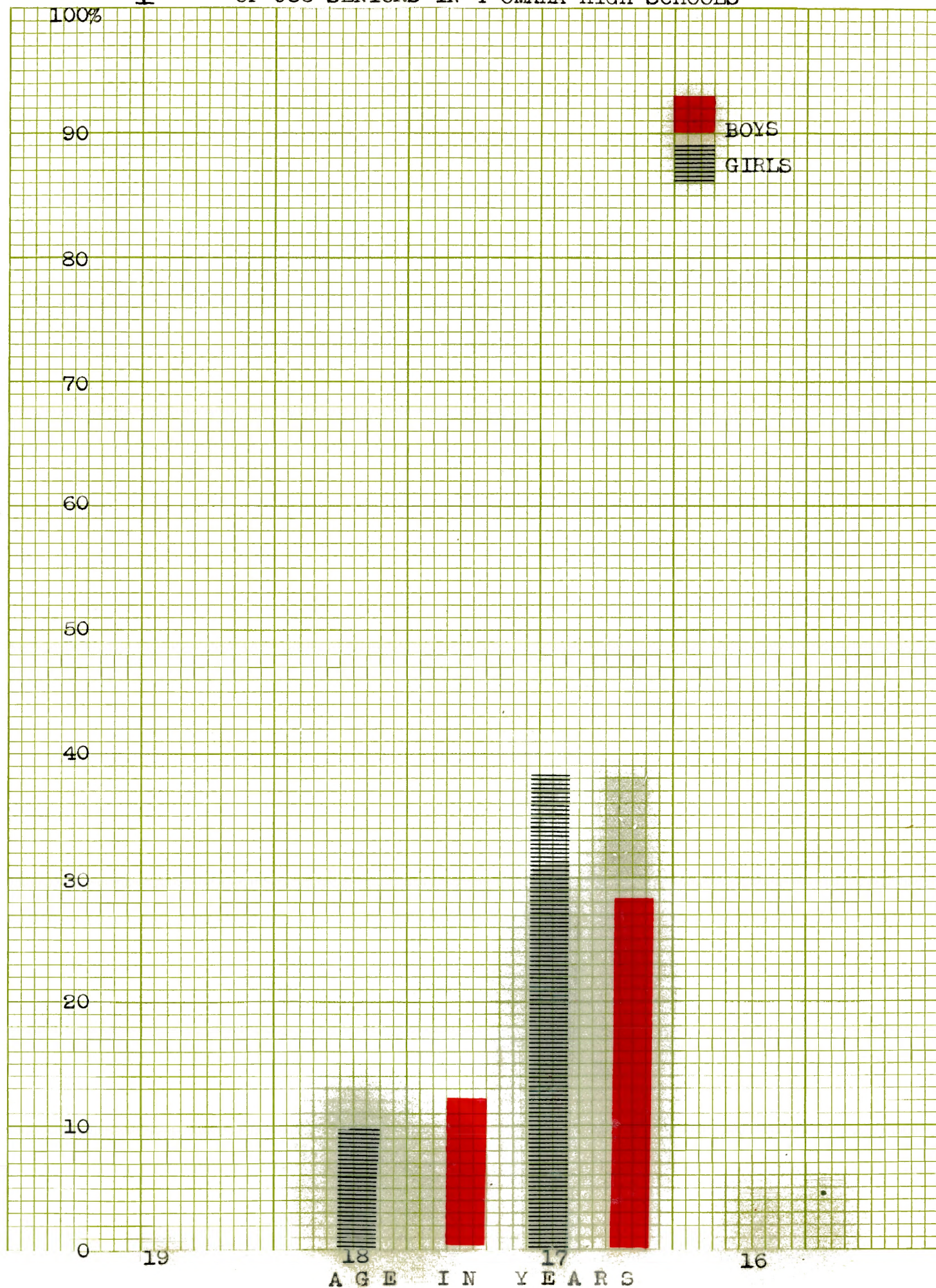
<u>Years Old</u>	<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
19	7	.7	1	.1
18	113	13.1	86	9.2
17	275	28.4	356	38.1
16	45	4.8	52	5.6

Table 2

Age-Frequency Table of 129 Juniors in Benson High School

<u>Years Old</u>	<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
19	2	1.5	0	0.0
18	1	.7	2	1.6
17	22	17.1	28	21.7
16	19	14.7	45	35.0
15	0	0.0	10	7.8

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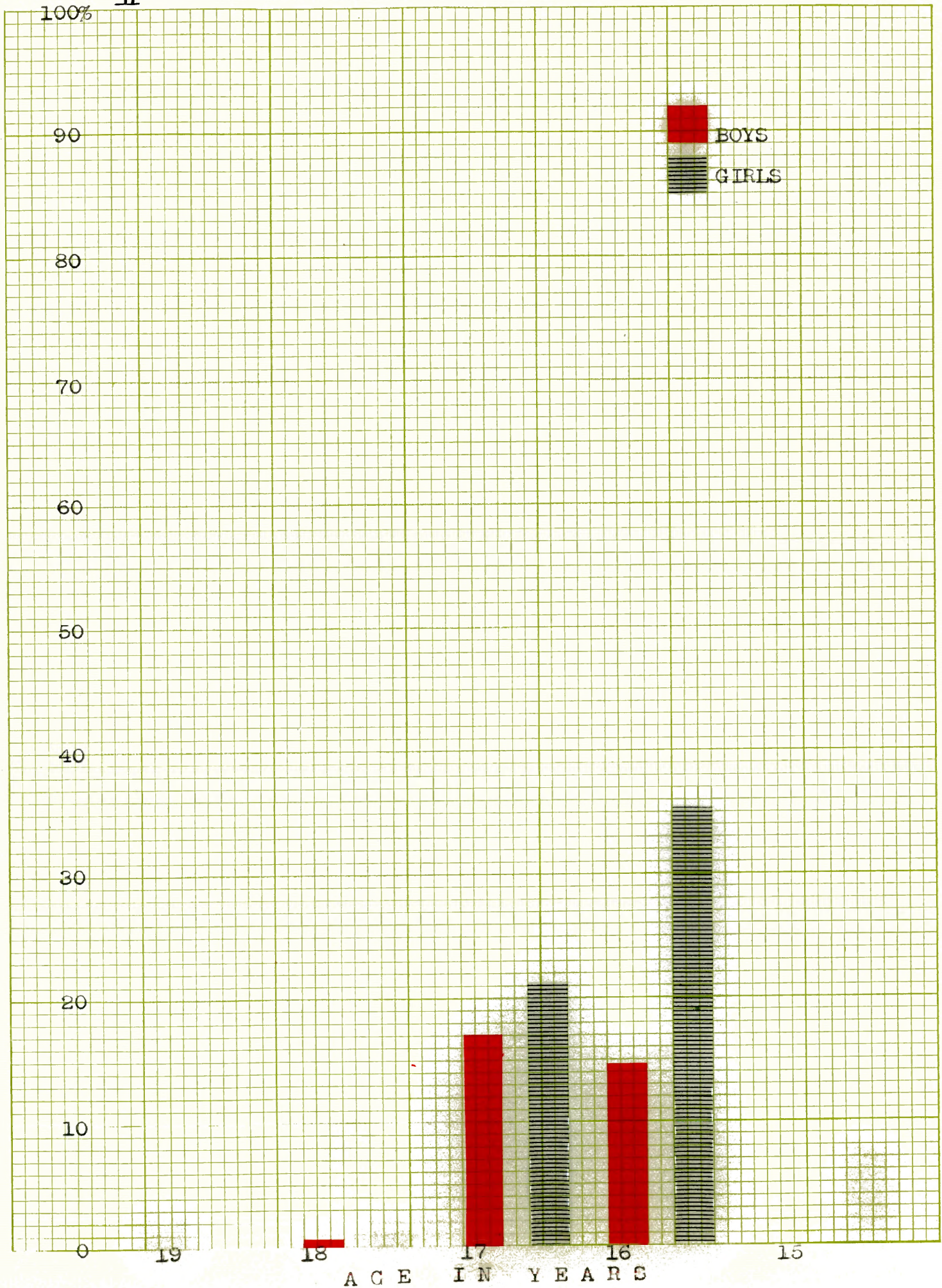


Table 3

Number of Seniors Desiring Counseling on Health

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a <u>Physical Difficulties</u>						
Hearing	110	25.0	109	22.0	219	23.4
Vision	144	32.7	170	34.3	314	33.6
Teeth	115	26.1	160	32.3	275	29.4
No answer	66	10.4	198	40.0	264	28.2
b <u>Health Habits</u>						
Rest	118	26.8	123	24.8	241	25.8
Recreation	183	41.6	145	29.3	328	35.1
Cleanliness	182	41.4	244	49.5	426	45.1
Diet	82	18.6	122	24.5	204	21.8
No answer	31	7.0	57	11.5	88	9.2

Table 4

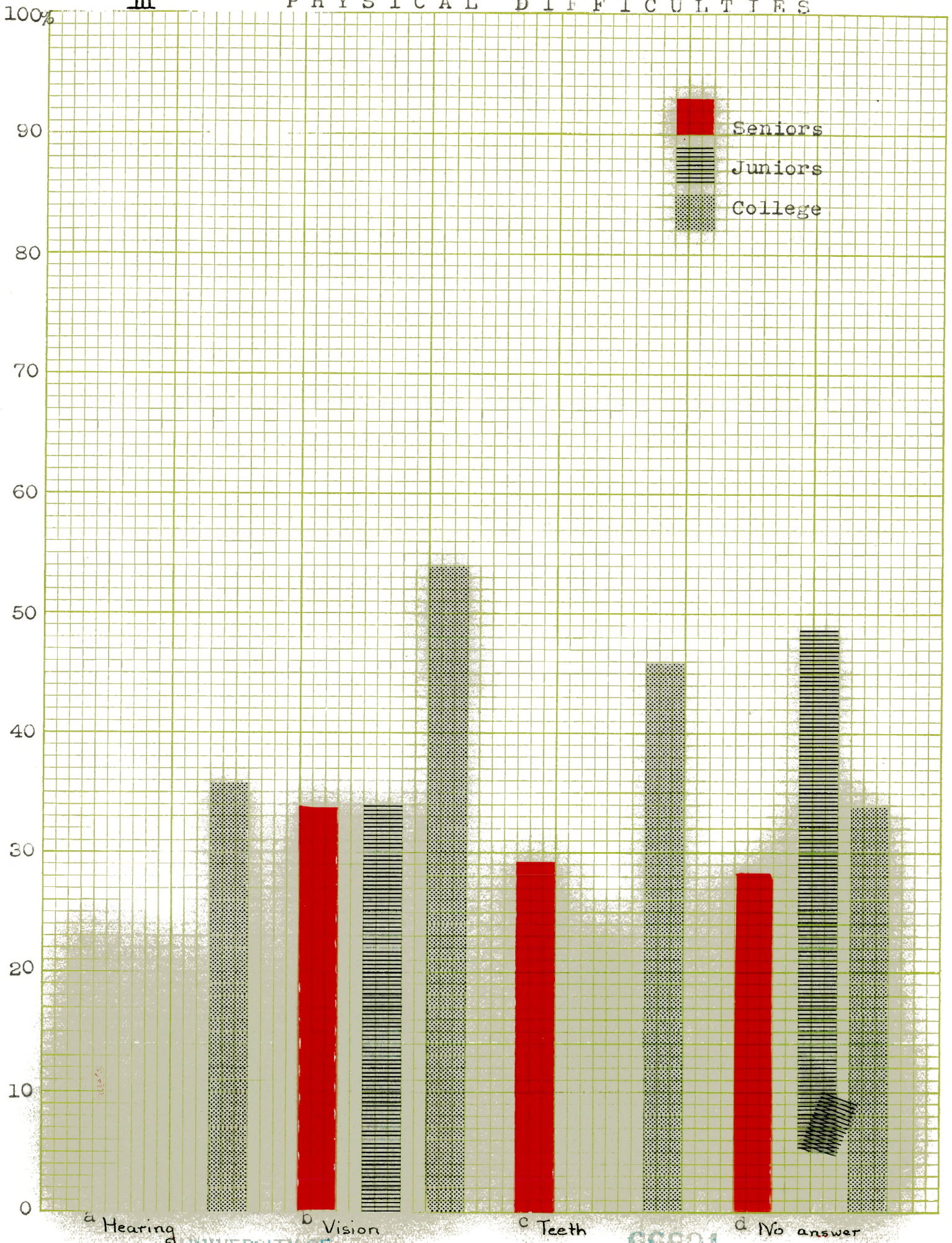
Number of 129 Juniors Desiring Counseling on Health

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a <u>Physical Difficulties</u>						
Hearing	13	29.5	17	20.0	30	23.7
Vision	18	40.1	26	20.6	44	34.1
Teeth	11	25.0	19	22.0	30	23.7
No answer	16	36.3	47	55.3	63	49.9
b <u>Health Habits</u>						
Rest	14	31.8	27	25.9	41	32.4
Recreation	13	29.5	23	27.1	36	28.0
Cleanliness	9	20.5	36	42.6	45	35.5
Diet	10	22.7	15	17.6	25	11.6
No answer	15	34.1	34	40.0	49	38.0

Table 5

Number of 50 College Students Desiring Counseling on Health

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a <u>Physical Difficulties</u>						
Hearing	9	36.0	9	36.0	18	36.0
Vision	14	56.0	13	52.0	27	54.0
Teeth	12	48.0	11	44.0	23	46.0
No answer	5	20.0	12	48.0	17	34.0
b <u>Health Habits</u>						
Rest	7	28.0	11	44.0	18	36.0
Recreation	18	72.0	14	56.0	32	64.0
Cleanliness	15	60.0	14	56.0	29	58.0
Diet	10	40.0	13	52.0	23	46.0
No answer	2	8.0	5	20.0	7	14.0



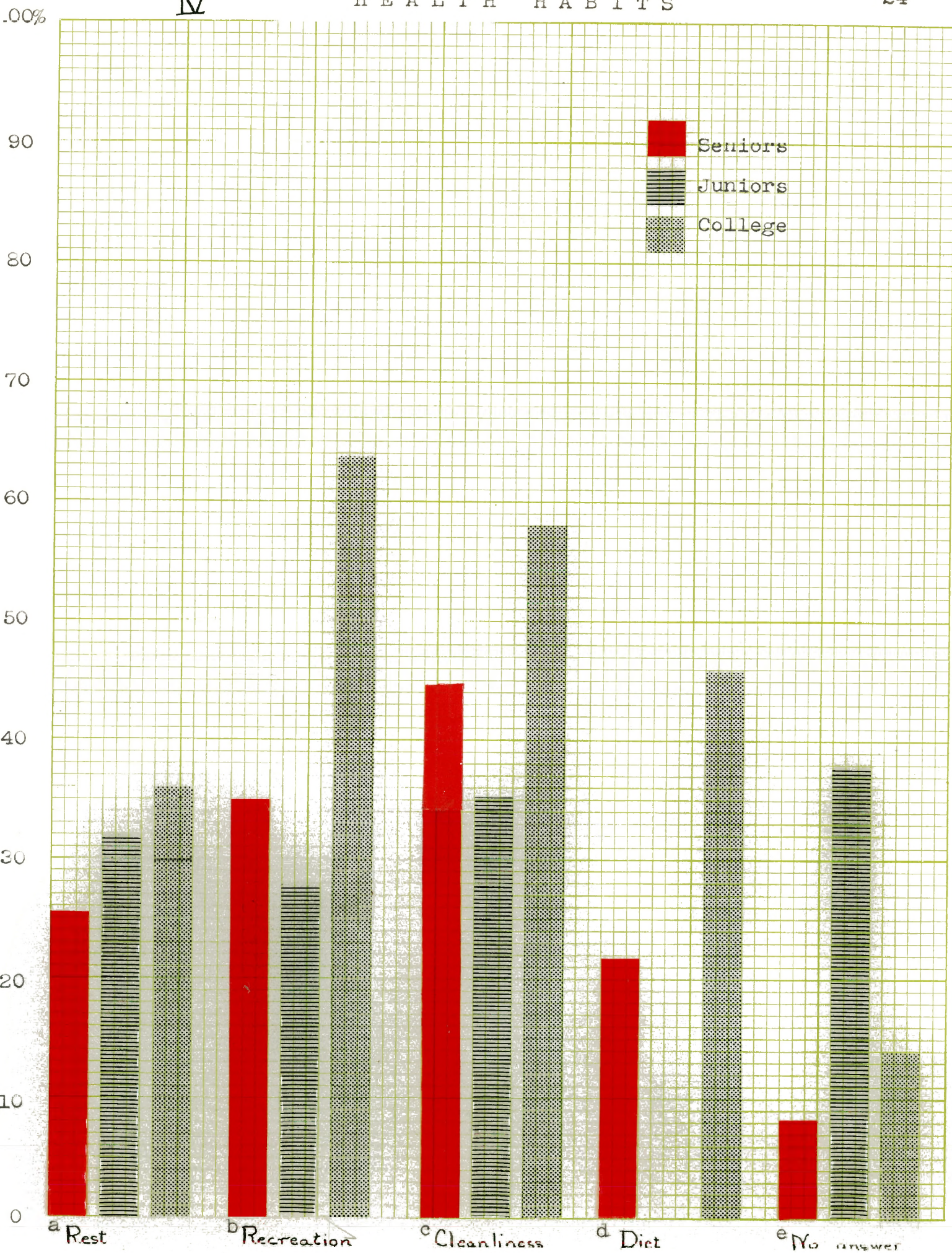


Table 3 and Graph 3 show the seniors giving health more consideration than the juniors.

The implications are: the more mature youth are, the more they realize the relation of defective vision, hearing, or teeth to their appearance, home membership, and vocational efficiency.

Since the physical well-being is dependent upon the proper amount of rest, activity in games and recreation, cleanliness, and the proper amount of nutritious food, these student needs are checked under health habits in this study. The data in Table 3, Table 4, Table 5, and Graph 4, giving the percentage, disclose some very pertinent information.

Twenty-five and eight-tenths per cent (241) of the seniors, 32.4 per cent (41) of the juniors, and 36 per cent (18) of the college students indicate rest as a problem. Rest was placed first in health habits since neurologists have maintained that the most important law in the hygiene of the nervous system is the law of proper alternation of periods of work and rest. The adolescent's increasing number of interests and his reckless burning up of physical vitality require good hygienic habits of food and sleep. Only about one-third of any group in this study considered rest a problem. Observations made in high school study halls, classrooms, and in the nurse's office give evidence that a much greater number of high school

students need counseling on rest. Interviews with students that carry part-time work as well as a full school schedule support this observation. Another group needing counseling on rest are the boys and girls who are striving to make a high scholastic record, but who will not sacrifice their social events. Lack of rest often proves disastrous to their health. Fear of criticism because they are not having the right amount of rest prevents truthfulness in a survey study of this need of counseling.

Only 35.1 per cent (328) of the seniors in these four high schools check recreation as a problem. Shall we interpret this to mean that sixty-five per cent of Omaha high school youth have found satisfactory extra-curricular activities? Anyone who is interested in youth could not be satisfied with such a conclusion without a further study that would inform him as to what each student considered a satisfactory solution of recreation for himself.

Seniors, juniors, and college students are interested in cleanliness as a problem. Forty-five and one-tenth per cent (426) of seniors, 35.6 per cent (45) of juniors, and 58 per cent (29) of college students indicate this as a significant problem. This emphasis suggests the school should give attention to this need. In her articles on guidance to eighth grade pupils, Belle M. Ryan says:

"Being dirty isn't a crime, but it is a very selfish habit which interferes with social and business acceptance."¹¹

¹¹Ryan, Belle M., "I Wish Someone Had Told Me These Things," 1948, p. 3.

In checking the questions of the freshmen as to their desires for counseling, only ten per cent of the sampling asked any question about health or personal appearance. Some of the questions that were asked are symptomatic of a whole train of adjustments.

"My complexion is very muddy and my face breaks out. Could you tell me how to clear it up?"

"Could you advise me on how I can stop biting my finger nails?"

"I am overweight and other boys make fun of me. Could you help me with this problem?"

The high school students indicated a lack of interest in diet. Twenty-one and six-tenths per cent (204) of the seniors, and 11.6 per cent (25) of the juniors marked diet as a problem. This problem has been taken care of to some extent by the requiring of a balanced lunch to be purchased in our cafeteria. However, we still have a large number that do not purchase this lunch. A visit to the girls' rest room any day reveals girls who eat no lunch.

Excluding cleanliness, less than one-third of the high school students indicated a need of counseling in any one of the items included in health. The implications for the classroom teacher and the counselor are that our high school students are not health conscious. Every adolescent needs to realize the importance of good health habits. The number of young people that need the help of the school nurse each day should be reduced. Every youth must learn early

to preserve good health if he has it, and seek good health if he does not. Health is a social problem. The program of the secondary school has been aimed largely toward intellectual activity and only recently has there been any direct effort to insure mental health and physical health. Important for its own sake and a necessity for good citizenship, worthy home membership, vocational efficiency, and the best use of leisure time, health should be a major concern.¹²

In no other age has there been so much available information about physical health. Youth does not seem to sense the relationship: between physical health and pleasing appearance; between physical health and successful school work; between physical health and wholesome participation in sports and leisure activities.

One of the characteristic aspects of development during adolescence is the individual's self-consciousness. The world of the boy or girl in the secondary school is one of conflicting cultures, with varying pressures upon him or her to be this or that kind of a person and to behave this way or that.¹³ This study checks his needs for counseling on four of these problems.

According to Table 6 and Graph 5, forty per cent (382) of seniors desire counseling on proper dress. Twenty-two

¹² Douglass, Harl R., Secondary Education For Youth In Modern America, p. 21.

¹³ Cf., Progressive Education Association, The Personal-Social Development of Boys and Girls.

per cent (44) of college students check this as an important need for counseling. Manners were pointed out as an important need by 59.3 per cent (551) of the seniors who checked the item. The juniors also indicated a definite interest in this problem. Table 7 and Graph 5 give 41.8 per cent (60) of juniors checking this need. College students also thought manners very important.

The ninth grade pupils asked very few questions on either of these topics. Studying this age-group year after year as a freshman counselor one discovers a reason for this lack of interest. Many of the girls who have greatest prestige among the freshmen seem to be the type that are enthusiastic, daring, and able to "pep" up the group. They have none of the mature girl's behavior patterns and hence do not give so much attention to dress and manners. The boys are most interested in physical skills and strength. A few are still unkempt but most of them are beginning to be more careful about their personal appearance. They do not ask for counseling on these subjects and it is best to let social pressure take care of the needs.

As has been pointed out in Table 6, Table 7, and Graph 5, by the time the adolescents have reached the junior or senior year, they have undergone a change in values. This can be accounted for by the fact that by the time girls are juniors and seniors and between sixteen and

Table 6
Number of Seniors Desiring Counseling on Social Interests

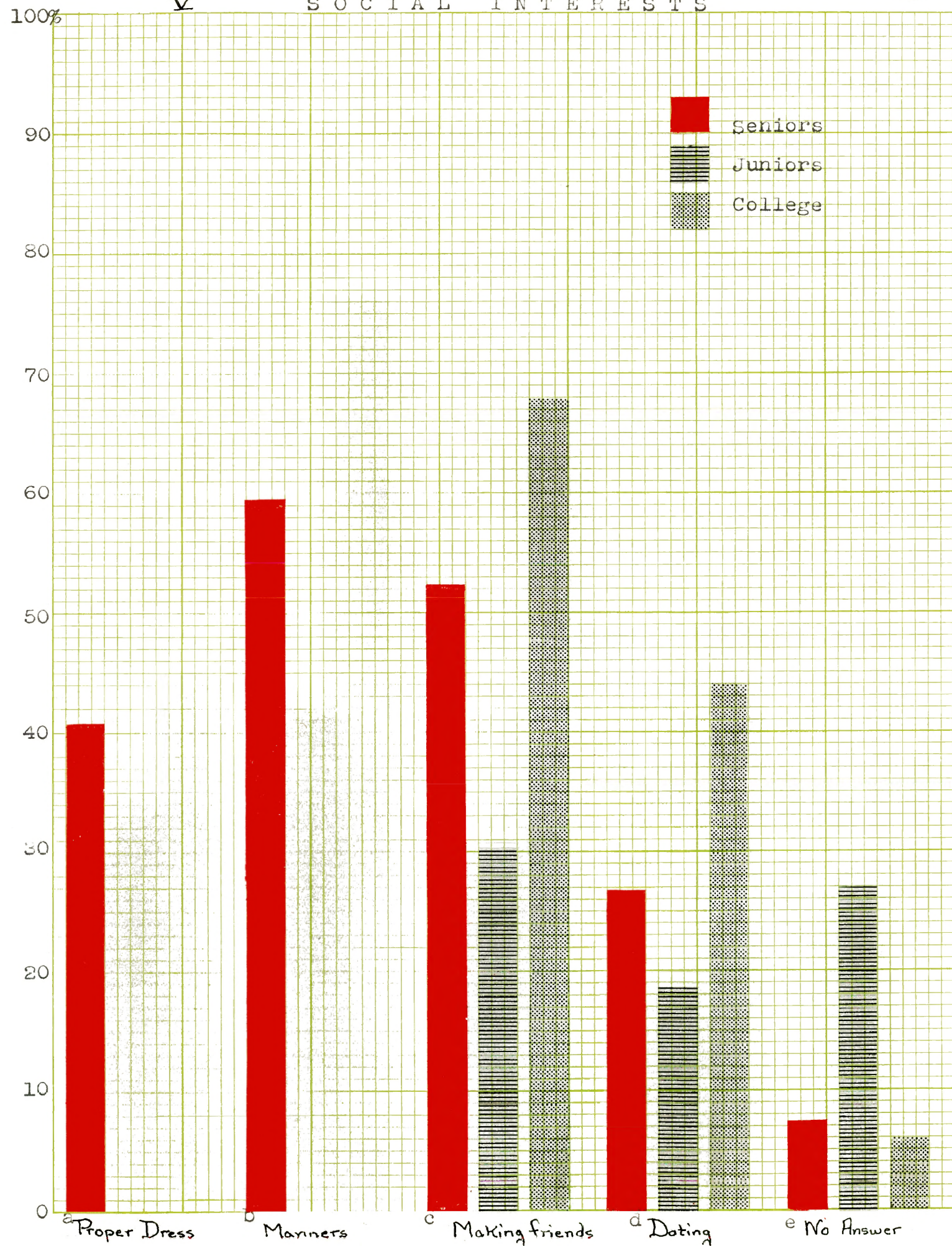
	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Proper dress	141	32.0	241	48.7	382	40.9
b Manners	244	55.4	307	62.0	551	59.8
c Making friends	206	46.9	282	57.0	488	52.5
d Dating	118	26.8	133	26.9	251	26.8
e No answer	47	10.7	23	4.6	70	7.3

Table 7
Number of 129 Juniors Desiring Counseling on Social Interests

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Proper dress	6	13.6	37	43.5	43	33.3
b Manners	12	27.2	49	57.7	61	41.8
c Making friends	9	20.5	30	35.3	39	30.2
d Dating	10	22.7	14	16.5	24	18.6
e No answer	16	36.3	19	22.4	35	27.1

Table 8
Number of 50 College Students Desiring Counseling on Social Interests

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Proper dress	9	36.0	13	52.0	22	44.0
b Manners	17	68.0	21	84.0	38	76.0
c Making friends	13	52.0	21	84.0	34	68.0
d. Dating	7	28.0	15	60.0	22	44.0
e No answer	1	4.0	2	8.0	3	6.0



eighteen years of age, the well-groomed pretty girl has come into her own. Their ideal now is the girl who has accepted and achieved her feminine role. The girl with prestige must dress in good taste and be stylish according to the standards of the girls.¹⁴ Graph 5 shows 48.7 per cent (241) of Omaha senior girls desiring counseling in proper dress and 62 per cent (307) asking counseling in manners.

The senior boys still give prestige to skill in athletics; however, by this time most of them admire good looks and careful grooming, even though they may not admit it. Their ideal boy is one who is attractive to girls and who goes out with the "right girls," the ones with some social standing. In general, boys are afraid to go with girls who do not have prestige for fear of losing their own status. Fifty-five and four-tenths per cent (244) of the boys desire counseling on manners. This is the school's opportunity to give these young people the poise and confidence needed for their future business and home life.

As mentioned in the previous paragraphs, proper dress and manners are closely related to the adolescent problems of making friends and dating. Entering high school is an important affair and presents many problems. Probably one of the most serious is the separation from old friends and

¹⁴Ibid., p. 49.

the making of new friends. Many students try to delay facing this problem by registering for the same classes with friends of elementary school. Unless counseled, they will give the desire preference over their actual interest or need for the subject.

Out of the ninth grade question box in guidance class come more questions on how to make friends and dating than on any other topic.

"I would like to know how to get acquainted with other people."

"How can you find out if you are popular?"

"What social activities should we participate in?"

"What should you say to start a conversation with someone you have just met?"

"How old should a boy or girl be before they start dating?"

"How much should a boy spend on a date?"

"How should a girl turn a date down?"

"How can I make more and better friends?"

Only a few questions can be quoted but it is evident that freshmen have many problems. In group guidance many practical understandings between boys and girls are brought about by the discussion of these questions. Every question deserves an answer and should be considered significant by the classroom teacher and counselor.

In Table 6 and Graph 5 we find seniors desire counseling on making friends. Sixty-eight per cent (34) of college students considered this a necessary field of

counseling. Some students underlined it several times or commented as "especially making friends."

Tables 6, 7, 8, and Graph 5 show that the college student considers the need for high school students to be counseled in dating more necessary than do the juniors or seniors. A comment on a questionnaire reveals the attitude of some of this age-group:

"I believe it is hard for a teacher who has never dated to teach pupils how to get dates."

The implication is that the word "dating" in the questionnaire did not suggest the many problems it was hoped to suggest. Boy and girl relationships are very important to this age-group since failure to make the proper adjustment to this problem may affect the future home life of the youth.

The findings of the study in the problems of culture and human relationships show that the youth of the secondary school desire help in participating in a social program. Again, we have the opportunity to give the adolescents training that will function for them all of their lives.

Suggestions from two questionnaires are quoted here.

"There should be social functions during school that all are required to attend. Games and entertainment in which everyone must participate should be planned for every minute. Teach barn dancing and new dancing steps. When I go to a dance after school there are too many kids lined up around the walls who refuse to do anything. Many boys come, but will not dance

and therefore many girls are never asked to dance. Naturally they do not have a good time and so never come again. Social instruction should be given more importance. School is the only place some kids have to learn correct ways to do things."

A senior in college suggests,

"I would add counsel for leadership. To my knowledge the nomination and election of officers of school organizations was not brought to my attention in high school. I did not know how to actually get a chance to run. This information should be given much more publicity in high school and more students encouraged to participate. Since coming to college, I have been president of student council, president of the junior class, and have held various other offices. I believe more effort should be made in high schools to find leadership rather than just let those who are aggressive fill the places of responsibility."

This part of the study has significant educational implications for improving social relations in the classroom, and for the counselors in every secondary school. Only 8 per cent of the seniors did not indicate desire for counseling in this human relations area.

The next area of this study has considered the problems relating to the home. The home and the school can enrich each others efforts. School people have training, experience, and insights of great value to parents. Parents have a background of experience in family life and a knowledge of their own children that are indispensable to the teachers of their children.¹⁵

¹⁵Hamrin, Shirley A. and Erickson, Clifford E., Guidance in the Secondary School, p. 214.

Table 9
Number of Seniors Desiring Counseling on Home Problems

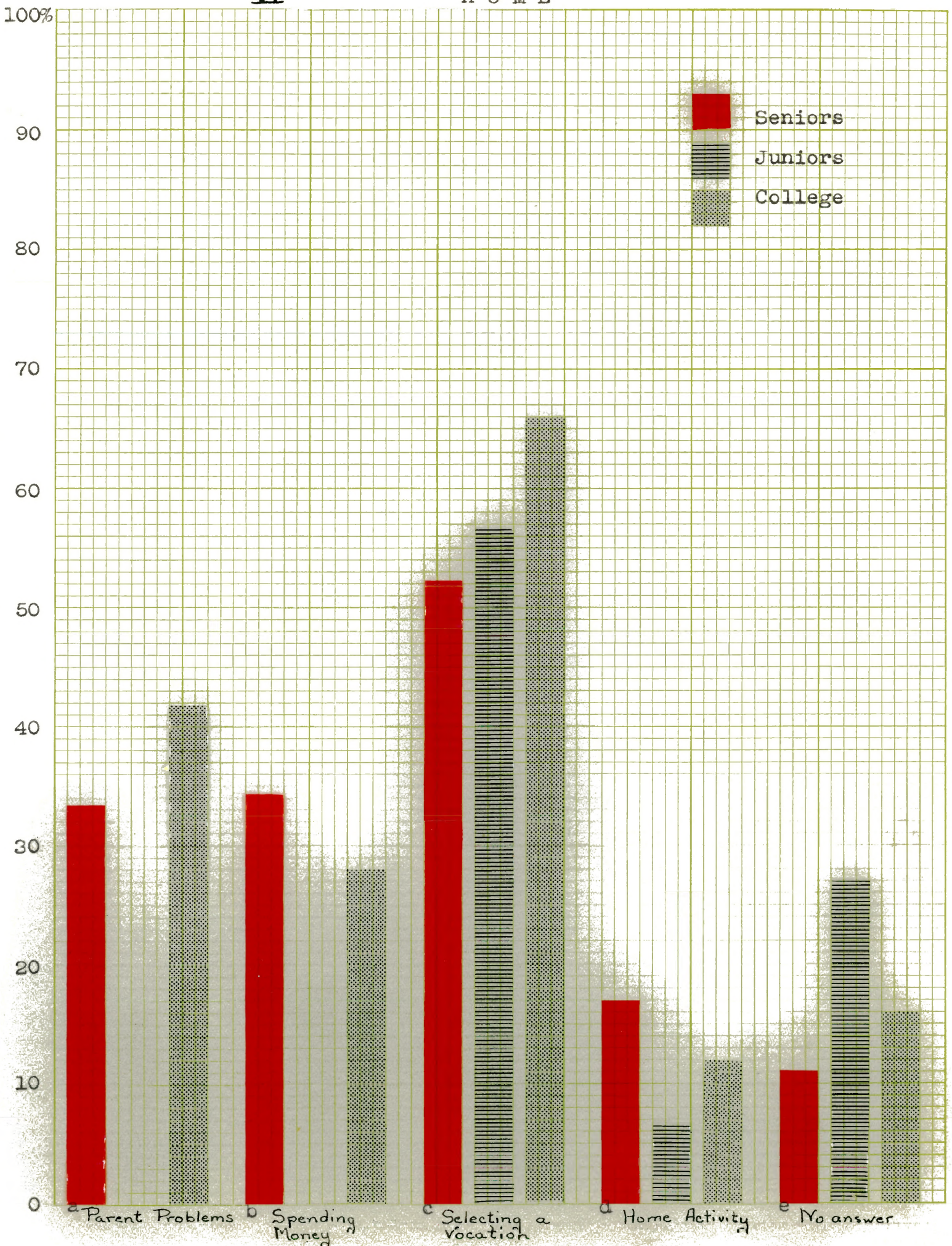
	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Helping parents understand problems	138	31.3	179	36.2	317	33.9
b Managing spending money	129	29.3	195	39.2	324	34.6
c Selecting a vocation	232	52.7	254	51.3	486	52.3
d Home activities	74	16.8	85	17.2	159	17.0
e No answer	63	14.3	43	8.7	106	11.3

Table 10
Number of 129 Juniors Desiring Counseling on Home Problems

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Helping parents understand problems	8	18.2	13	15.3	21	16.2
b Managing spending money	9	20.5	15	17.6	24	18.6
c Selecting a vocation	24	54.5	52	61.2	76	56.6
d Home activities	7	15.9	2	2.4	9	6.9
e No answer	13	29.5	22	25.9	35	27.1

Table 11
Number of 50 College Students Desiring Counseling on Home Problems

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Helping parents understand problems	9	36.0	12	48.0	21	42.0
b Managing spending money	6	24.0	8	32.0	14	28.0
c Selecting a vocation	13	52.0	20	80.0	33	66.0
d Home activities	2	8.0	4	16.0	6	12.0
e No answer	5	20.0	3	12.0	8	16.0



Counseling to help the parents understand their problems was checked as a need by 33.9 per cent (317) of the seniors. Table 9 and Graph 6 give us this evidence. Table 11 and Graph 6 show 42 per cent (21) of the college people believing this an important counseling problem. It is quite possible that high school teachers and counselors have a better opportunity for helping students understand their families than they do in helping parents understand their children. In many cases this is the best approach to counseling on family problems.

On thrift, or managing the money you have to spend, 34.6 per cent (324) of the seniors state a need for counseling. Table 10 and Graph 6 show this sampling of juniors to have much less concern. Only 18.6 per cent (24) of the juniors designate this as a problem. Some reasons for this difference could be that expenses are greater in the senior year. They can be limited by the individual but most students like to purchase items for graduation that would not be included in the ordinary high school year budget. Some seniors have taken on the responsibility of being self-supporting.

Graph 6 presents the desire for counseling in home activities. Very little interest is shown by any of the three groups. Seventeen per cent (159) of the seniors, 6.9 per cent (9) of the juniors, and 12 per cent of the college students (6) check the need for guidance in home activity.

These results are interpreted as meaning that the school needs to be more concerned in helping youth to discover their needs, interests, and capacities as they relate to the home. Classroom teachers and counselors would serve youth if they would influence more students to take home economics. This subject gives many boys and girls opportunities to work together for a common goal, to learn how to share glory or do jobs behind the scenes. Such experiences are closely related to sharing in the activities of family life. Home economics would seem to be one of the fields which could best unify learning relating to personal and home life problems. Many youth go directly from school into their own home. We cannot afford to take the knowledge and the interest necessary for establishing a successful home for granted.

We stated that the home and the school can each enrich the others efforts.¹⁶ To guide youth in choosing his vocation is certainly one problem in which both home and school should function. Tables 9, 10, 11, and Graph 6 inform us that 52.3 per cent (486) of the seniors, 56.6 per cent (76) of the juniors, and 66 per cent (33) of the college students considered this a must in guidance and counseling. During his semester in group guidance, almost every freshman at Benson High School handed in

¹⁶Ibid., p. 214.

one to five questions concerning his vocation. Some felt that vocational choice by freshmen was unimportant, but every vocational choice a child makes should be recorded in his cumulative record as significant.

Comments on the questionnaires indicated youth desire the following guidance:

1. Help in interpreting the relation of their scholastic achievement to their potentialities.
2. Help in finding out the relation of their interests to their actual abilities and aptitudes.
3. Help in matching their abilities and interests to vocational fields.

These requests from the students agreed almost exactly with the functions of occupational information and guidance as explained by J. C. Wright in a vocational leaflet from the United States Office of Education.

1. Supplying an individual with an inventory of his abilities, aptitudes, and interests as they relate to his occupational availability.
2. Supplying an individual with comprehensive and accurate information about occupations and the qualifications they call for with the specific objective of revealing those in which qualifications are within the power of the individual at that time for after-training.
3. Counseling so that the individual may intelligently match the facts in paragraph number one and number two, and make reasonable decisions as to further training and placement.¹⁷

¹⁷Wright, J. C., Vocational Leaflet No. 12, "Vocational Training and Problems When the War Ends."

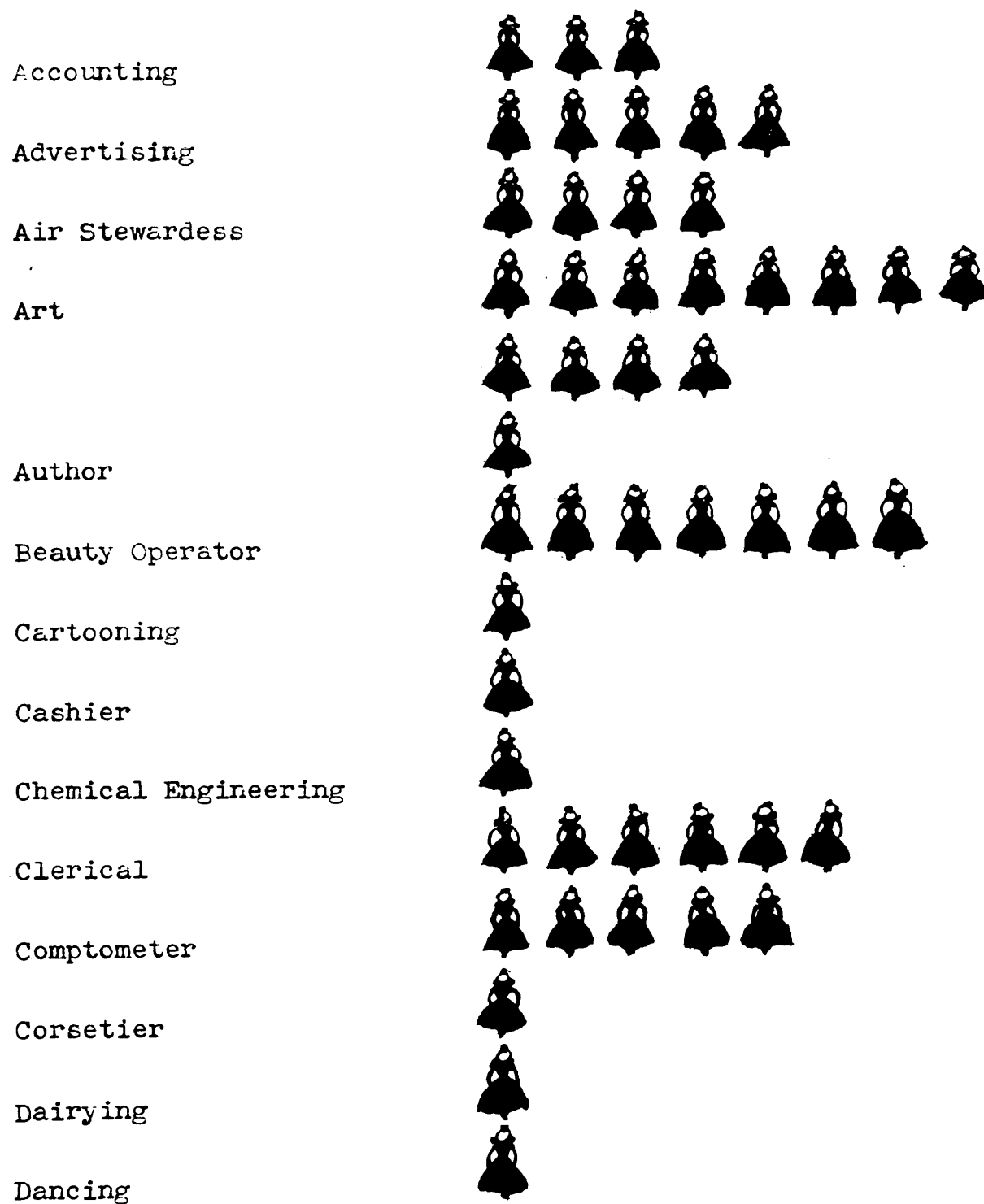
On the following pages are listed the pictorial graphs of the expressions of vocational choice by senior boys in the four high schools. This shows the number selecting each of the seventy-two occupations that were named by 83 per cent (366) of the senior boys. Yet 52.7 per cent were asking for counseling on vocational choice which would indicate that many, even as seniors, were naming an interest rather than basing their choice on valid occupational information.

































































Sixty-one per cent (312) of the senior girls expressed their vocational choice. The pictorial graph on the pages following the boys' pictorial graph shows the forty-nine occupations listed and the number choosing each. Fifty-one and three-tenths per cent of the girls checked the need for counseling on vocational choice. This indicated that the choice might not be based on information.

High school youth should have the latest information on job outlook available at all times.

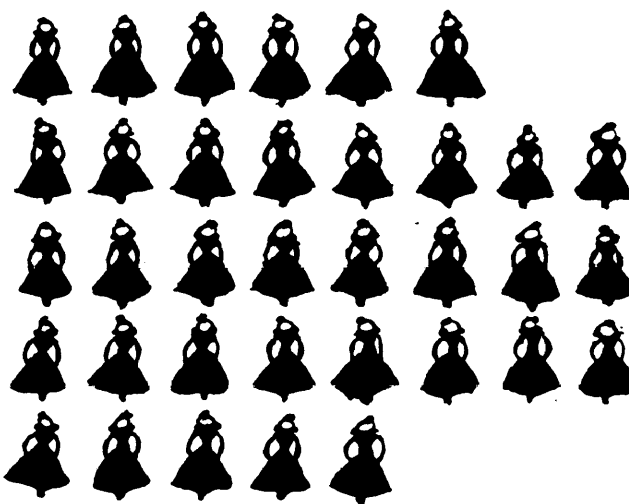
The United States Department of Labor Bureau of Statistics states in the "Job Outlook for Graduates" recently published suggested that each individual should develop the greatest degree of flexibility so that he can change jobs when necessary. The rapidly changing character of the demand-supply situation in the various occupations makes it necessary for those who wish to

NUMBER OF EXPRESSIONS OF VOCATIONAL CHOICE
BY SENIOR GIRLS IN 4 OMAHA HIGH SCHOOLS



Dietitian	 
Dramatics	  
Dress Designing	 
Engineering	
Home Economics	    
Housewife	       
	       
	 
Insurance	
Interior Decorating	 
Journalism	    
Laboratory Technician	       
Librarian	 
Law	 
Medicine	   
Missionary	
Music	       

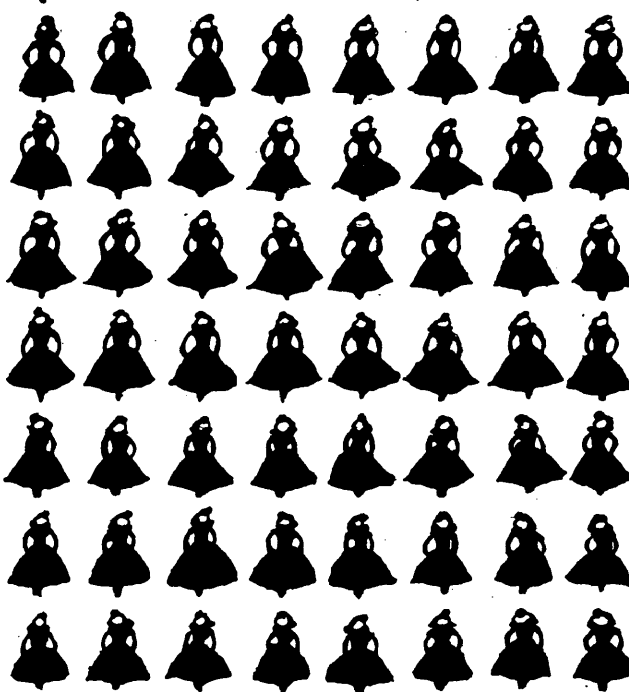
Nursing



Office Receptionist



Office Work



Pharmacy



Physical Education



Physical Therapy



Psychology



Radio



Sales



Sewing



Secretary



Sign Painter



Sociology



Stenographer



Teaching



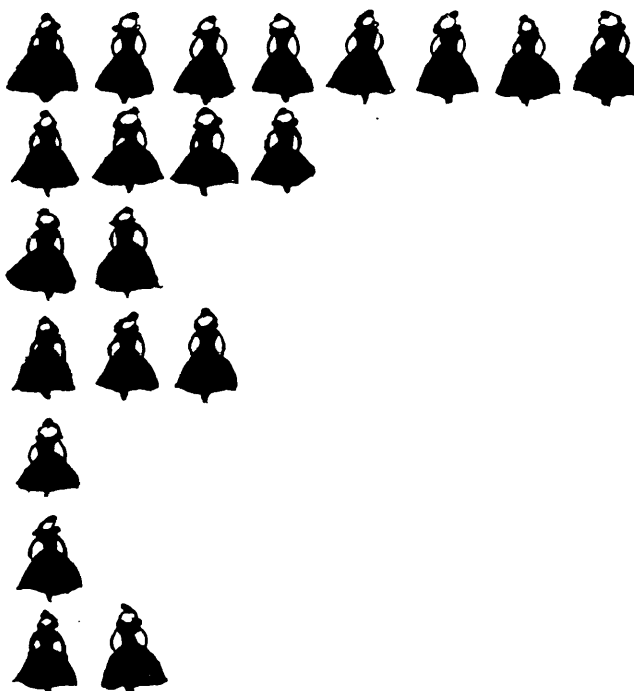
Telegrapher

Telephone Operator

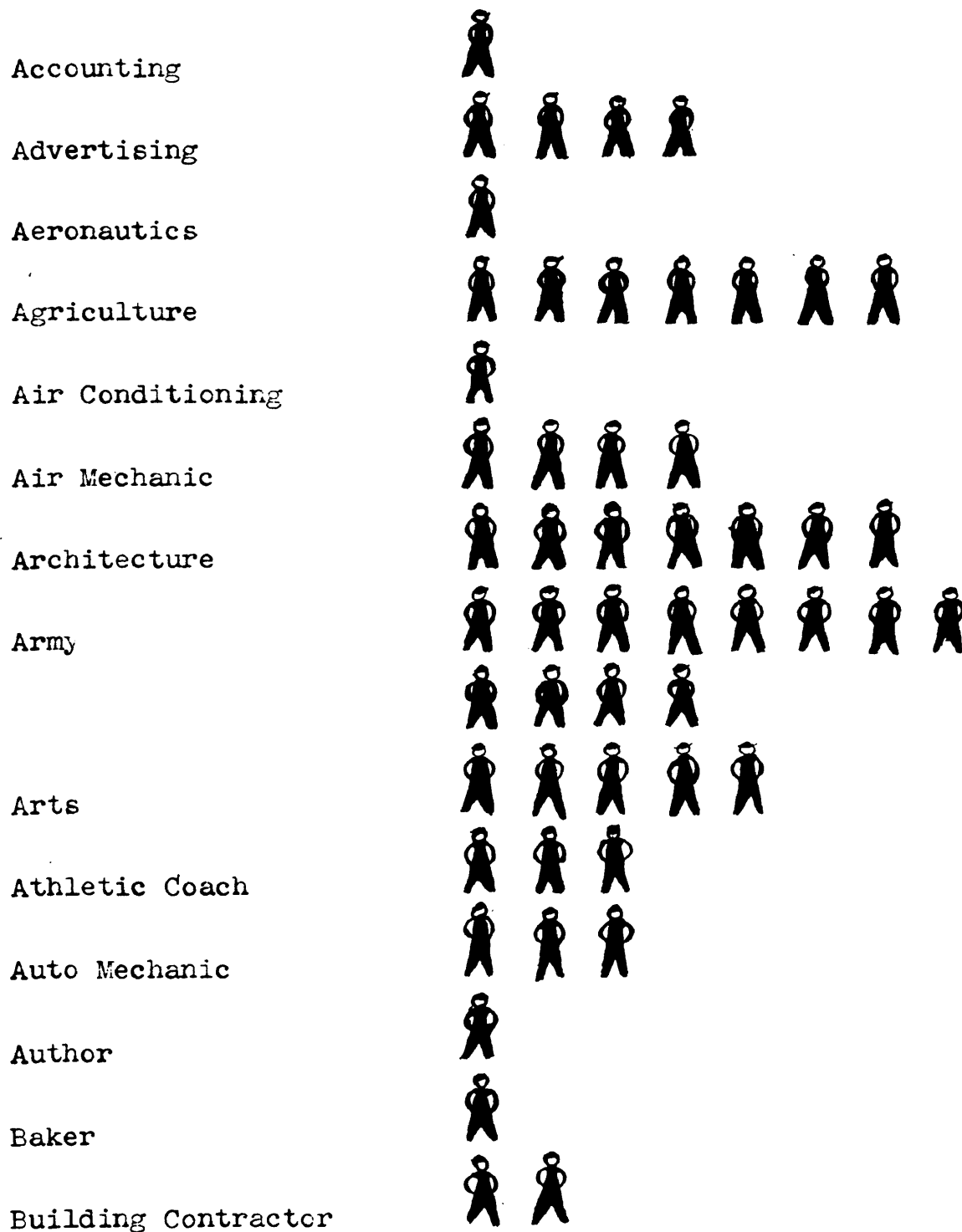
Theology

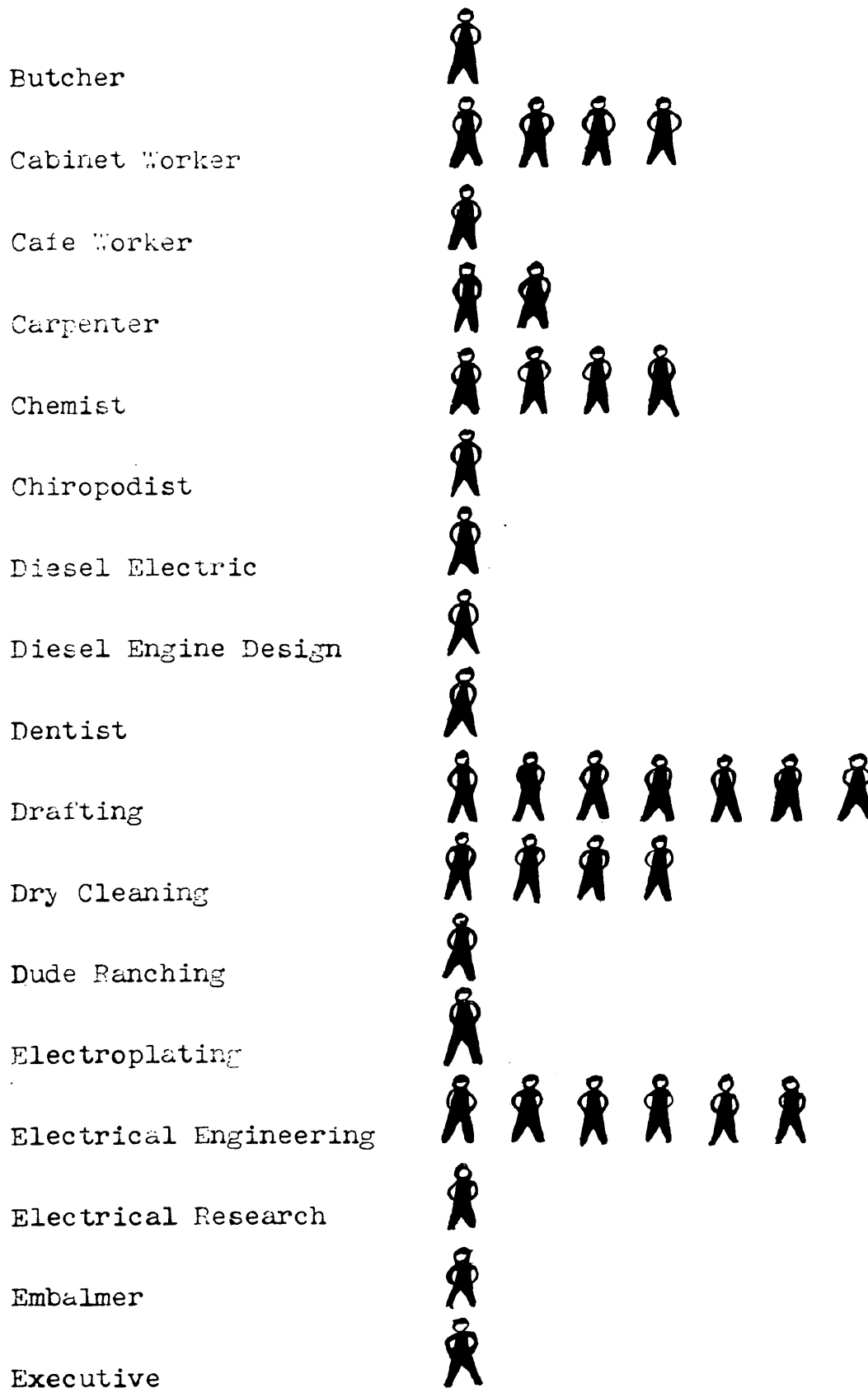
Typist

Xray Technician

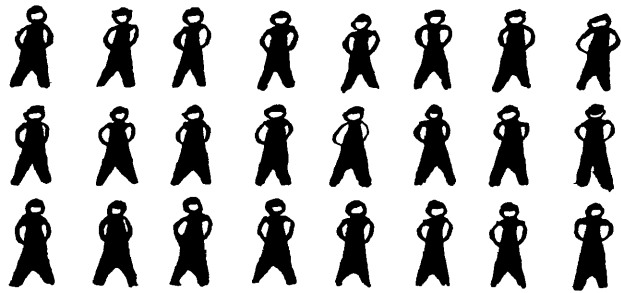


NUMBER OF EXPRESSIONS OF VOCATIONAL CHOICE
BY SENIOR BOYS IN 4 OMAHA HIGH SCHOOLS





Engineering



Florist



Forestry



Gas Station



Industrial Arts



Interior Decorating



International Relations



Interpreter



Jeweler



Journalism



Law



Leather Worker



Machine Mechanic



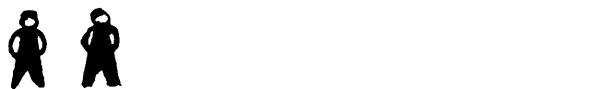
Mathematician



Mechanics



Medicine



Ministry



Mortician



Music



Navy



Office Work



Optician



Own Business



Pharmacy
















































Plasterer



Plumber



Postal Clerk									
Printing									
Radio									
									
Radio Announcer									
Sales Worker									
Sheet Metal Work									
Singing									
Sports									
Statesmanship									
Stenographer									
Teaching									
									
Tool and Die Work									
Truck Driver									
Veterinary									
Wood Working									

plan vocational preparation intelligently to seek vocational guidance through the schools or other community facilities. Furthermore, there is a trend in both professional and other fields for employers to require more training. This will mean that the youth graduating from high school will not only need the information concerning himself to make a vocational choice but must have counseling on how best to broaden and extend his education to meet the demands of progress in this vocation.¹⁸

Table 12 and Graph 7 give the information that 50.3 per cent (166) of seniors would like counseling on relationship with teachers. Could it be that this need of closer friendship and understanding with teachers can be partially explained by youth themselves at this age in the words of LaVerne Cook as he wrote this poem:

To A Teacher-Friend

I am so young; why do you come
 With your cautions and warnings?
 Let me live my own little life.
 Though short and bitter, strange and unwise,
 It shall be my own.

I like the beaten sand and rushing water
 Better than the trodden path-inland.
 I feel its restlessness, its wandering
 Of waters; it is like my heart seeking--
 Glad, laughing, struggling to be unaware--
 And yet aware of its futility, but ah!
 Feeling--you know not such wonder in your life.

¹⁸United States Department of Labor Statistics, "Job Outlook for Graduates." 1948

However, the seniors in this study have indicated a definite interest in desiring a more friendly understanding with teachers. There is no substitute for a teacher who is a real person. The over-zealous desire of teachers to raise the student to adult standards instead of recognizing what is happening in the growth processes often causes adolescents to mistrust not only that teacher but all teachers. The teacher must assume a new role, and think of the student as a whole individual. The teacher then, as a counselor, becomes important to the student as the one who can teach him the real relationships of life.

The desire for help in becoming acquainted with many students is presented in Tables 12, 13, 14, and Graph 7. Forty-five and four-tenths per cent (424) of seniors considered this important and 42 per cent (21) of college students checked this need. The implications of this interest by the seniors is significant because one can be counseled in how to make friends. First, the individual must be able to accept constructive criticism as to dress, manners, and attitudes. Next, the individual must make an effort to identify himself with the interests of, and to understand the needs of other individuals. He must try honestly to understand people and to believe in them. The interest in this need to have a wide acquaintance could be utilized by the classroom teacher to develop interests in world relationships.

Table 12
Number of Seniors Desiring Counseling on School Problems

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Relationship with teachers	179	40.7	287	57.9	466	50.3
b Wide acquaintance with students	162	36.8	262	52.9	424	45.4
c Wide choice of friends	134	30.4	212	42.8	346	37.0
d How to study	213	48.4	322	65.0	535	57.5
e Extra-curricular activities	175	26.1	171	24.0	276	29.5
f No answer	48	10.8	40	8.0	88	9.4

Table 13

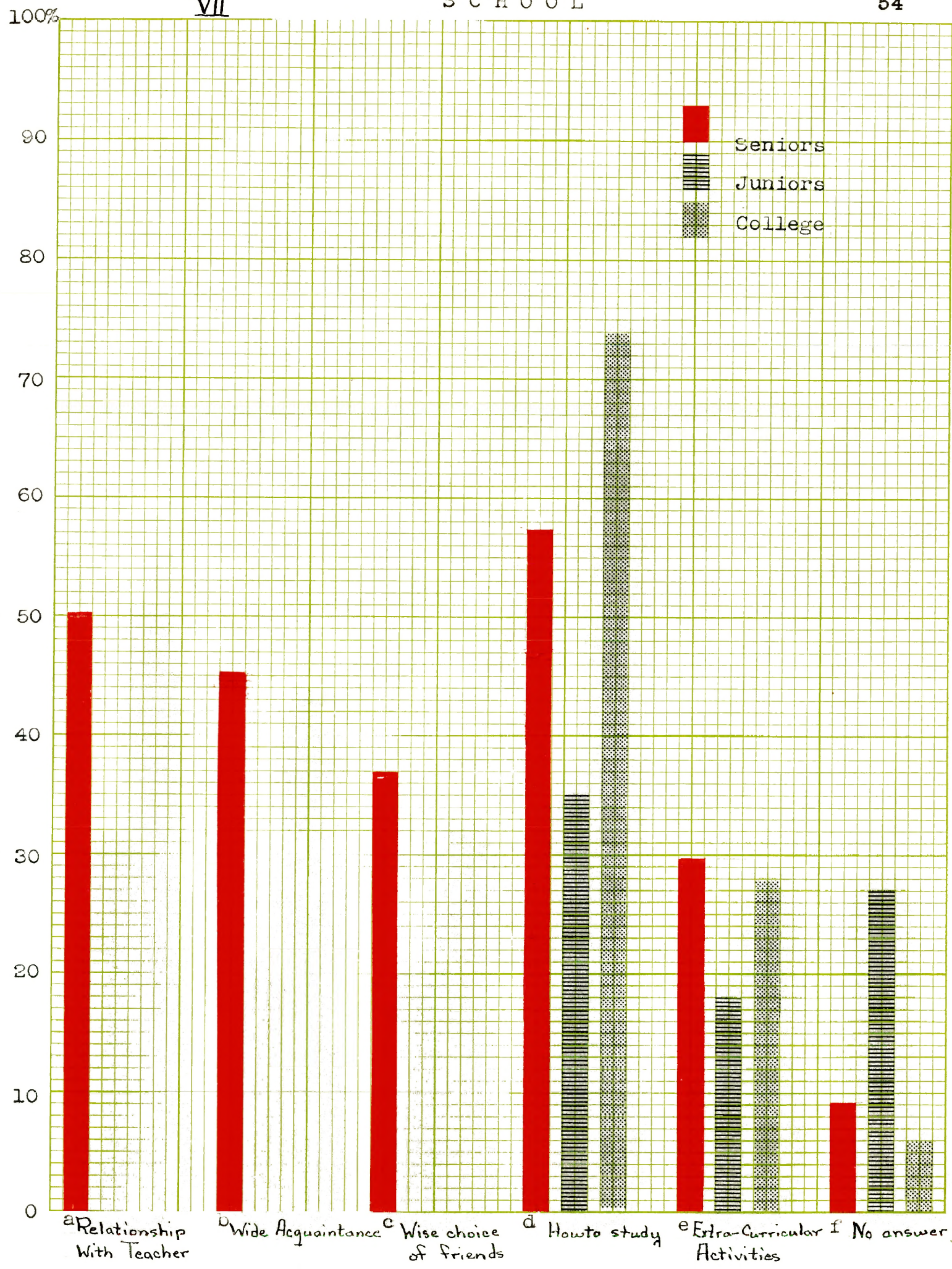
Number of 129 Juniors Desiring Counseling on School Problems

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Relationship with teachers	6	13.6	34	40.0	40	31.0
b Wide acquaintance with students	6	13.6	19	22.3	25	20.0
c Wide choice of friends	6	13.6	20	23.5	26	20.0
d How to study	13	29.5	31	36.5	44	34.1
e Extra-curricular activities	8	18.2	15	17.6	23	17.8
f No answer	19	43.2	16	18.8	35	27.1

Table 14

Number of 50 College Students Desiring Counseling on School Problems

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Relationship with teachers	8	32.0	17	68.0	25	50.0
b Wide acquaintance with students	7	28.0	14	56.0	21	42.0
c Wide choice of friends	5	20.0	11	44.0	16	32.0
d How to study	16	64.0	21	84.0	37	74.0
e Extra-curricular activities	4	16.0	10	40.0	14	28.0
f No answer	1	4.0	2	8.0	3	6.0



Less interest was shown in being counseled in the wise choice of friends. Tables 12, 13, 14, and Graph 7 present this evidence. Many comments written in on the questionnaires stated that the student believed this to be a personal problem. The implications for guidance should utilize both of these facts presented by the study. A teacher or counselor can help the adolescents to see the advantages of a wise choice of friends. Opportunities can be made for participation in extra-curricular activities and community groups so that they may be the right young people. This gives them an opportunity to solve their own problems and choose worth-while friends.

According to Tables 12, 13, 14, and Graph 7, 29.5 per cent (276) of seniors, 17.8 per cent (23) of juniors, and 28 per cent (14) of college students felt a need for counseling in extra-curricular activities. These results should mean that most high school students make their choice of extra-curricular activities without much difficulty. The fact that the study does not give us is the number that really participate in extra-curricular activities. Then results of this study cannot be interpreted as meaning that this part of school life needs no attention. Even ten per cent of our pupils indicating a need for guidance or counseling in extra-curricular activities would be too important to ignore.

Dr. Sullenger says: "A large percentage of the delinquents today definitely began their careers during the years they were attending school. The school had those young people when they were developing anti-social trends and attitudes. A majority of children are brought into court because of lack of adequate direction of leisure-time activities. In the Omaha study 55 per cent of 1,145 cases became delinquent as the result of a search for some form of recreation which could have been prevented had the community provided properly directed play for its children. Play is one of the most important spiritual forces in the world."¹⁹

There is also the youth who chooses to participate in too many extra-curricular activities. He either does none of them well or suffers a frustration within himself because of trying to meet the demands of all groups to which he belongs. This youth must be guided to select the activity that best fits his needs.

An increasing number of teachers are concerned about their pupils' free time. "Let not the in-school child know what the out-of-school child doeth," cannot be accepted by any teacher today that expect to function in the training of youth. The extra-curricular activity program has proved a real opportunity for the school to create a program that has values that will carry over into later life.

¹⁹Sullenger, T. Earl, Social Determinants in Juvenile Delinquency, pp. 44-46.

In some communities youth are almost demanding a curriculum rich in recreational activities. Students are beginning to realize that possibly their emotion and physical health and their social and vocational advancement are considerably determined by their wholesome participation in the leisure and hobby activities of the school.

Even after the young person has dropped out of school or has been graduated, the school has a responsibility for furnishing leisure-time guidance. The school should be familiar with the leisure resources of the community and the purposes, programs, and facilities of the local agencies. An effort should be made to put the youth in contact with the group or class in the community that would be congenial to his interest or enable him to keep up and advance at least one of his skills.²⁰

Table 12 and Graph 6 give 57.4 per cent (535) seniors desiring counseling on how to study. Thirty-four and one-tenth per cent of the juniors (44) checked this need of counseling. Seventy-four per cent (37) of college students checked this problem as a need for counseling. In interviewing the college students, one of the first suggestions given would be that the high school student needs more help in learning how to study. One of these

²⁰ Sixteenth Yearbook, Youth Education Today, p. 153.

students said, "By knowing how to study, I mean he should know how to organize his work so that his time is wisely spent. He should understand different types of procedure to use in studying different lessons."

A first step in any program tending to develop more desirable study habits is a discovery of the specific requirements for a success in the subject as well as the student's status in it. The preliminary steps in a how-to-study program are:

1. Discover two or three reading skills pertinent for mastery of the particular subject.
2. Discover the degree and quality of mastery in each skill necessary for attainment.
3. Discover the reading status of each student with regard to the skills needed for successful achievement in the subject.
4. Plan assistance for the student according to his particular reading study needs in the subject being taught.

The Iowa Silent Reading tests were given in all of the secondary schools of Omaha in October, 1947; and the reading status of each student is on record at each high school. Every classroom teacher has the information available to develop more desirable study habits in the subject the student is taking.

On the following pages the results from this test that are to be used to interpret the implications of this study are presented. For each high school used in this study the number of pupils below grade level, the percentile

and the grade level of the ninth, tenth, eleventh, and twelfth grades are given. A large number in every high school have a reading grade level from two to four grades below the grade of work they are attempting to do. These facts mean that every youth that is below his reading grade level should be taught the reading skills he needs in each subject that he is taking if he is to succeed.

CENTRAL HIGH SCHOOL
Iowa Silent Reading Tests

Ninth Grade

<u>Standard Scores</u>	<u>Number</u>	<u>Grade Percentile</u>	<u>Grade Equivalent</u>
140-149	68	6-20	7.7
130-139	67	1- 5	6.4
120-129	28	1	5.2

Tenth Grade

<u>Standard Scores</u>	<u>Number</u>	<u>Grade Percentile</u>	<u>Grade Equivalent</u>
150-159	104	12-32	9.4
140-149	44	3-11	7.7
130-139	29	2	6.4
120-129	13	0	5.2

Eleventh Grade

<u>Standard Scores</u>	<u>Number</u>	<u>Grade Percentile</u>	<u>Grade Equivalent</u>
150-159	74	7-22	9.4
140-149	42	1- 6	7.7
130-139	15	0- 1	6.4
120-129	6	-	-

Twelfth Grade

<u>Standard Scores</u>	<u>Number</u>	<u>Grade Percentile</u>	<u>Grade Equivalent</u>
160-169	94	18-40	11.6
150-159	53	5-16	9.4
140-149	22	1- 5	7.7
130-139	6	0- 1	6.4
120-129	1	-	5.2

TECHNICAL HIGH
Iowa Silent Reading Tests

Ninth Grade

<u>Standard Scores</u>	<u>Number</u>	<u>Grade Percentile</u>	<u>Grade Equivalent</u>
140-149	194	6-20	7.7
130-139	160	1- 5	6.4
120-129	55	0- 1	5.2
110-119	6	0	-

Tenth Grade

<u>Standard Scores</u>	<u>Number</u>	<u>Grade Percentile</u>	<u>Grade Equivalent</u>
150-159	192	12-32	9.4
140-149	130	3-11	7.7
130-139	82	- 2	6.4
120-129	25	-	-
110-119	2	-	-

Eleventh Grade

<u>Standard Scores</u>	<u>Number</u>	<u>Grade Percentile</u>	<u>Grade Equivalent</u>
150-159	141	7-22	9.4
140-149	92	1- 6	7.7
130-139	34	6- 1	6.4
120-129	12	-	-
110-119	2	-	-

Twelfth Grade

<u>Standard Scores</u>	<u>Number</u>	<u>Grade Percentile</u>	<u>Grade Equivalent</u>
160-169	121	18-40	11.6
150-159	94	5-16	9.4
140-149	37	1- 5	7.7
130-139	5	0- 1	6.4
120-129	5	-	-

SOUTH HIGH SCHOOL
Iowa Silent Reading Tests

Ninth Grade

<u>Standard Scores</u>	<u>Number</u>	<u>Grade Percentile</u>	<u>Grade Equivalent</u>
140-149	180	6-20	7.7
130-139	113	1- 5	6.4
120-129	54	0- 1	5.2

Tenth Grade

<u>Standard Scores</u>	<u>Number</u>	<u>Grade Percentile</u>	<u>Grade Equivalent</u>
150-159	176	12-32	9.4
140-149	142	3-11	7.7
130-139	66	0- 2	6.4
120-129	19	-	5.2

Eleventh Grade

<u>Standard Scores</u>	<u>Number</u>	<u>Grade Percentile</u>	<u>Grade Equivalent</u>
150-159	148	7-22	9.4
140-149	114	1- 6	7.7
130-139	32	0- 1	6.4
120-129	2	0	5.2

Twelfth Grade

<u>Standard Scores</u>	<u>Number</u>	<u>Grade Percentile</u>	<u>Grade Equivalent</u>
160-169	154	18-40	11.6
150-159	113	5-16	9.4
140-149	62	1- 5	7.7
130-139	21	0- 1	6.4
120-129	2	0	5.2

BENSON HIGH SCHOOL
Iowa Silent Reading Tests

Ninth Grade

<u>Standard Scores</u>	<u>Number</u>	<u>Grade Percentile</u>	<u>Grade Equivalent</u>
140-149	82	6-20	7.7
130-139	41	1- 5	6.4
120-129	6	0- 1	5.2
110-119	1	0	-

Tenth Grade

<u>Standard Scores</u>	<u>Number</u>	<u>Grade Percentile</u>	<u>Grade Equivalent</u>
150-159	99	12-32	9.4
140-149	41	3-11	7.7
130-139	9	- 2	6.4

Eleventh Grade

<u>Standard Scores</u>	<u>Number</u>	<u>Grade Percentile</u>	<u>Grade Equivalent</u>
150-159	72	7-22	9.4
140-149	24	1- 6	7.7
130-139	4	0- 1	6.4

Twelfth Grade

<u>Standard Scores</u>	<u>Number</u>	<u>Grade Percentile</u>	<u>Grade Equivalent</u>
150-159	52	5-16	9.4
140-149	14	1- 5	7.7
130-139	4	0- 1	6.4

The implications of this study in relation to these reading results are:

1. The students desire guidance and counseling on how-to-study methods.
2. The basic data, knowledge of the students' present status, are available.
3. The time should be made available to classroom teachers to help each student that needs the other three suggested steps.

Administrators, counselors, and teachers are generally agreed that the single greatest cause of failure for thousands of high school students is their inability to read effectively. Many are from one to four grades below normal reading ability as the tests in our secondary schools show. Among reading-study deficiencies most frequently present are limited vocabulary, inability to differentiate main and minor points in a paragraph or problem, inability to see relationships among several concepts or symbols read, inability to read for details, and inability to make inferences and to draw valid conclusions from the material read. All these are skills, reading-study reaction patterns that must be learned and must function if subject matter is to be learned. All high school students need guidance in these skills. The how-to-study skills can be best developed during elementary and secondary school life.

The implications of the need as shown by the results of the Iowa Reading Test are important, but they do not include the numerous youth who have dropped school because

they did not have enough guidance in these skills. Neither can we ignore the accepted psychological fact that nothing is so discouraging as failure, and that nothing is so inspiring as happiness and encouragement that lead to success.

As a part of this study, sixty names of pupils that had dropped high school in Omaha, 1947-48, were obtained from the attendance office. The questionnaire used in the study and a brief questionnaire especially devised for the student dropping school were mailed to these students. Five letters were returned, marked address unknown. The students were slow in making returns. All pupils having telephones were called. Seven were reported as in the navy or army. Four calls reported the phones disconnected. Eight that had no telephone did not return the questionnaire. Twenty-six checked and returned the questionnaire.

Reports of the six interviewed by telephone follow:

1. Claire, a senior, dropped school March 12 because she lost interest. She was able to get work. The mother desires very much to have her return to school this fall but she has not decided. She claimed no need of counseling.
2. Eleanor, sixteen years old, was in 11B. She admitted that she had been too much interested in dates and had failed in her work. She is interested in nursing and plans to return to school this fall.

3. James had dropped school in 9B. The report at the attendance office gave the reason as work. The boy said he had been in 9B for four years. He had first attended South and changed to Technical. He is afflicted with an allergy that prevents him from ever finishing the semester.
4. George dropped school in 9B, when he reached the age of 16. He was capable of doing the work, but played truant so often he could not make up his work. He is not working. He promised to check and return the questionnaire but did not.
5. Ernest quit school April 16 to go to work. He is working in a used car lot. He likes his job. He was courteous in replies on the phone, but did not return the questionnaire.
6. Jean, a senior, dropped school last November to go to work. She is returning to school this fall and changing to a different high school. She promised to check this questionnaire and return it but did not.

None of those interviewed by telephone made any condemnation of the schools. All pupils called on the telephone were courteous, but only nine questionnaires came in as a result of thirty-five telephone calls.

A Summary of Content of 26 Questionnaires Returned follows.

What caused you to drop school? Check any of the reasons below or add others.

		<u>Number Checked</u>		
		<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1.	Needed to have money to support myself.	4	2	6
2.	Needed to help support my family.	0	0	0
3.	Subjects required at school were too difficult.	0	0	0
4.	A certain subject was the cause of my deciding to drop.	5	10	15
5.	Name subject _____.			
6.	Had difficulty with a teacher.	5	8	13
7.	Lost interest in school. Give reason if you can.	1	2	3
8.	Decided to marry.	0	2	2
9.	What do you suggest the schools could do to keep students in school? I will suggest a few things to give you an idea. If you feel these are important, check them and add others.			
1.	Give especial attention and help on his reading.	2	0	2
2.	Help him to know how to study by himself.	1	0	1
3.	Have a counselor that he knows and trusts that he can go to any time he has difficulty.	2	0	2

A few wrote comments that I shall quote:

"Teachers should not always criticize the students."

"I lost interest because the teachers seemed to have an interest in just the most popular. This was not all the teachers though."

"The teacher had no interest in the subject; therefore, I lost interest in it." (Under help desired, the same girl gave the following comment:) "Just a teacher that enjoys her subject."

In checking the main questionnaire that was used in all of the study, many checked only a few items. Five pupils checked that they had been influenced by a classroom teacher. Only six were counseled by the mother and four by the father concerning personal problems. Only two claimed to have been counseled at school on how to get a job and four on how to improve their work. Four claimed to have been counseled on planning a four-year high school course. All other items were omitted.

Under "problems you think high school students should have counseling on," ten checked recreation, twelve checked the various items listed as social interests, not one checked selecting a vocation, and six checked relationships with teachers. Eight reported as occasionally giving advice to others on their personal problems. Five claimed to have asked a counselor for help a few times.

This limited contact with pupils who have dropped school revealed some interesting facts:

1. Lack of interest in checking and returning the questionnaire.
2. Lack of reliability in keeping a promise.
3. The large per cent of failure to return the questionnaire was not due to mobility. Only five were returned address unknown.
4. Eighty-three per cent of those returning the questionnaire blamed the teacher and named a subject that caused them to decide to drop.
5. None of those called by telephone blamed the school, and they did not know that they were interviewed by a teacher.
6. In checking the questionnaire recreation and social interests were the items in which counseling was most often desired.
7. Only five of the thirty-one students reporting were able to suggest a way the schools could have helped them.

The implications are that these students have maladjustments that will probably never be corrected by them because they cannot recognize them without counseling. Undoubtedly, they will continue to compensate for them by blaming someone else. Not one of the students named himself for loss of interest.

What is being done to solve the problems of such youth? Harl Douglass says:

It seems fundamental to assume that secondary education must be reformulated so as to be adapted to the needs, interests, and abilities of the full range of unselected youth. Teachers and administrators have complained that they have been burdened with young people who were not fit, who should not be in high school. Whatever one may believe should be done, it seems inevitable that the school will accept the responsibility for a greatly expanded constituency.²¹

In June, 1948, Stephen Romine, in reporting on Curriculum Status found that increased attention to the developmental and adjustment needs of youth was reported by the majority of over four-hundred secondary schools reporting on trends. Increasing emphasis on vocational, and on general education was also reported.²²

In Omaha high schools our test results on reading show that there are needs for much help to be given to this type of student in how to study each subject he chooses. After all adjustments that are possible have been made by the school, we still find the student who would make better progress in the work world. A plan, under which vocational training is on a co-operative part-time basis, is presented by C. E. Rakestraw. During the time the student is employed in these work experiences, he is under the supervision of the school as well as the employer.²³ The alert counselor should be able to

²¹ Douglass, Harl, Secondary Education for Youth in America, pp. 29-30.

²² Romine, Stephen, "Curriculum: Status and Description," p. 237.

²³ Rakestraw, C. E., Training High School Youth for Employment. p. 15-19.

recognize these people who should go to work. He should not only make this opportunity possible, but see to it that the school continues guidance of the youth if he will accept it.

SUMMARY

Of the 935 seniors checking their needs for counseling, 52.3 per cent (486) asked help in selecting a vocation. Fifty-seven per cent (535) seniors considered counseling in how to study important. By guidance and counseling these needs of youth can be met. Students can be helped to determine their potentialities and match their abilities and interests to vocational fields. They can be given the latest information on job outlook. All students can be taught to develop more desirable habits of study if every teacher will teach the reading skills needed in his particular subject.

The lack of interest in the area of health implies the need of improvement of public health education. Every high school student must come to realize that health is the most desired wealth.

The evidence of social interests points the way to one of the best opportunities for the schools to participate in the making of wholesome integrated personalities.

The expressions on the problems of the home indicate the trend away from home activities and a need for the school to function in building family interests. Home

economics should be presented so that many boys and girls will choose this useful course. The work should relate closely to the present family and social life, thus insuring more likelihood of transfer of school-learning to home.

At this state of their lives, youth have a particular need for individual understanding and help. The influence of the school should make provision for the recreational life of youth. They desire a chance to learn about their own abilities, interests, skills, and opportunities in the world of work.

Youth want success. They want to know how to study. Comments on the questionnaires indicate they are ready to assume more responsibility for managing their own affairs, if we will meet their needs for counseling. With guidance, they are eager to assume responsibility in helping to manage the activities of the school. An unescapable implication of this analysis of the areas in which high school students desire counseling is the obligation of high schools to collect much data pertinent to students' abilities, interests, and adjustments, and to help them analyze and interpret these data with reference to their present and future problems.

We cannot deny the responsibility of counseling and guidance to prevent as many students as possible from dropping out of school. If a curriculum is to function,

it must provide experiences and life situations that meet the needs of individual differences. Every child has a right to succeed in something; and when the classroom teacher and the counselor cause this success to materialize, there will be less truancy and fewer pupils dropping out of the secondary school.

In this chapter we have given the implications of the needs for counseling that high school youth have checked on the questionnaire. The following chapters will examine other methods by which we can discover the certain areas in which Omaha high school youth desire counseling. Problems upon which students indicate they have been counseled point out an underlying desire for help in solving these particular problems. The next chapter presents these problem areas in which Omaha high school youth have been counseled according to their check on the questionnaire.

Chapter III

PROBLEM AREAS IN WHICH YOUTH INDICATE THEY HAVE BEEN COUNSELED

Since all counseling is primarily interested in increasing the students' ability to solve their own problems, real counseling is only accomplished when the youth desire help in solving a particular problem. This being true, the items which students checked on the questionnaire as particular problems in which a classroom teacher or counselor has helped them should indicate problems upon which these youth really desired counseling.

In Table 15 and Graph 8 it is found that 75.6 per cent (709) of the seniors confided in their mother concerning personal problems. Table 17 and Graph 8 show 86 per cent (111) of the juniors receive counseling in personal problems from their mother. Thirty-two and three-tenths per cent (302) seniors and 43.4 per cent (56) talk over personal problems with the father. Twenty-four and four-tenths per cent (228) seniors confide in a personal friend. Twenty-four and eight-tenths per cent (32) of the juniors discussed their personal problems with a pal. These are the most significant findings in the table.

Youth also indicated whether they benefited by this counseling. Table 16 and Graph 8A show that 61.3 per cent (577) of the seniors benefited often by the advice

received, 29 per cent (280) benefited occasionally. Twenty five and six-tenths of the juniors claimed to have benefited often by this advice on personal problems and twenty five and six-tenths per cent (22) benefited occasionally. These findings are in Table 18 and Graph 8A.

The results indicated that the home is still providing one of the four characteristics of the desirable home. According to Luella Cole the home should provide a haven of emotional security in stress.²⁴ This study then indicates an important implication for these youth since Percival Symond states that according to his studies basic personality is usually, if not always, formed through human relationships within the family circle.²⁵ It is a task for further study to find out what those dropping school would indicate concerning emotional security in the home.

Teachers should spend half their time studying their pupils as individuals, and the rest of their time doing what the study shows to be desirable and necessary.

-- Henry C. Morrison

The classroom teacher is or should be the most important agent in the guidance program. Guidance must be positive; it consists of helping pupils to set up objectives that are dynamic, reasonable, and worthwhile. The

²⁴Cole, Luella, Psychology of Adolescence, 1936, p. 404

²⁵Symond, Percival, Psychology of Parent-Child Relations, 1937, p. 154.

Table 15

Number of Seniors Receiving Counseling from Various
Sources Concerning Personal Problems

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Mother	319	72.5	397	78.1	706	75.5
b Father	207	44.0	95	19.1	302	32.3
c Guardian	4	1.0	13	2.7	17	1.8
d Other relative	20	4.6	39	7.9	59	6.3
e Friend	79	17.9	149	30.1	228	24.4
f Adult	18	4.1	13	2.7	31	3.3
g Pal	68	15.4	117	23.6	185	19.8
h Nurse	1	0.3	3	0.6	4	0.4
i Teacher	12	2.7	16	3.2	28	3.0
j Clergyman	6	1.4	11	2.2	17	1.8
k No answer	2	0.4	2	0.0	4	0.4

Table 16

Number of Seniors Benefiting From
This Counseling on Personal Problems

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Often	250	56.8	327	66.1	577	61.7
b Occasionally	154	35.0	126	25.1	280	29.9
c Seldom	17	3.8	16	3.3	33	3.4
d Never	5	0.1	2	0.4	7	0.7

Table 17

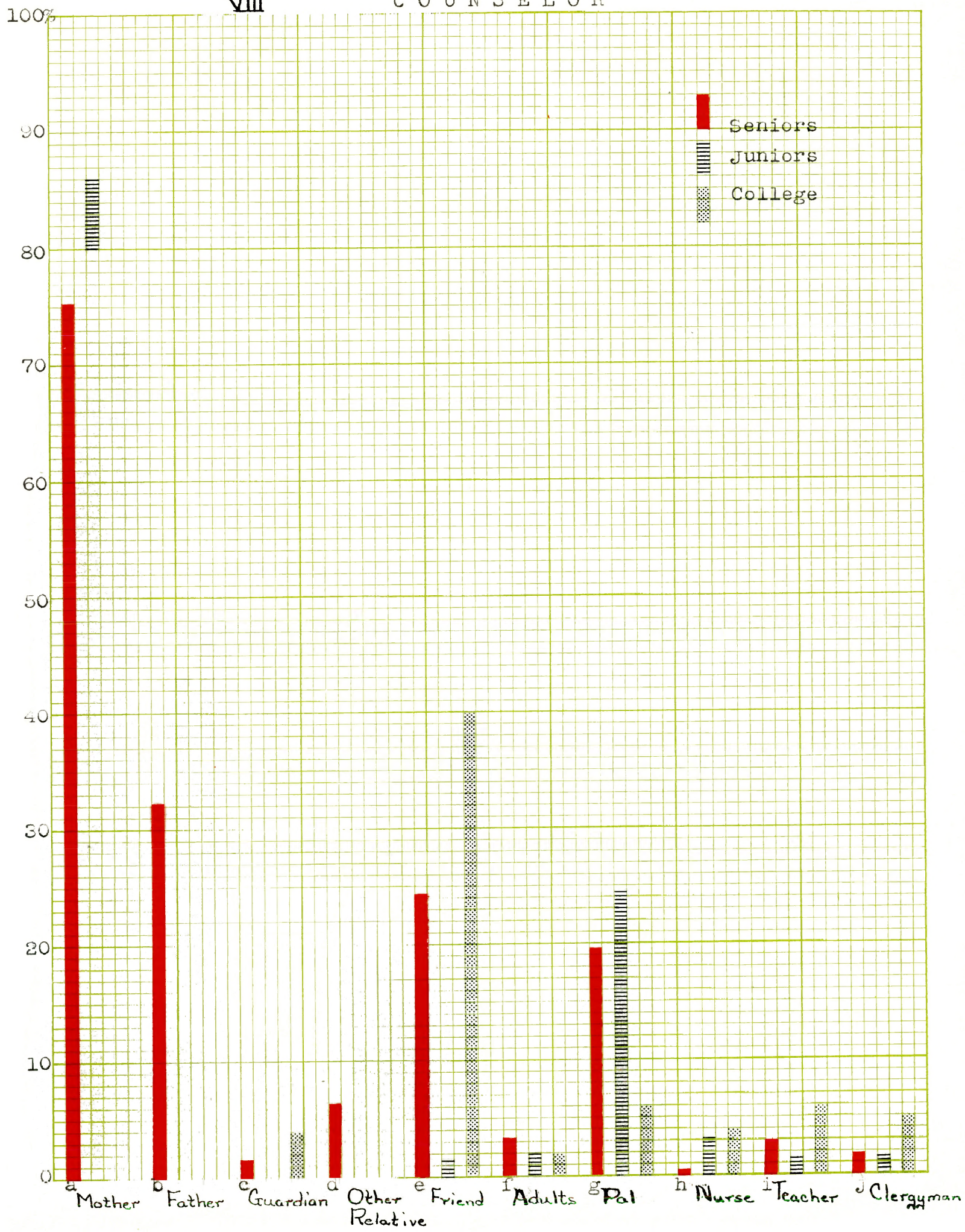
Number of 129 Juniors Receiving Counseling From Various Sources Concerning Personal Problems

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Mother	35	79.5	76	89.4	111	86.0
b Father	28	63.6	28	32.9	56	43.4
c Guardian	1	2.3	14	15.5	15	11.6
d Other Relative	7	15.9	24	28.2	31	24.0
e Friend	1	2.3	1	1.2	2	1.6
f Adult	0	0.0	3	3.5	3	2.3
g Pal	7	15.9	25	29.4	32	24.8
h Nurse	2	4.5	2	2.4	4	3.1
i Teacher	0	0.0	2	2.4	2	1.6
j Clergyman	1	2.3	1	1.2	2	1.6
k No answer	2	4.5	0	0.0	2	1.6

Table 18

Number of 129 Juniors Benefiting From This Counseling on Personal Problems

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Often	27	61.3	61	71.8	88	60.4
b Occasionally	12	27.2	21	24.7	33	25.6
c Seldom	1	2.3	1	7.2	2	1.6
d Never	0	0.0	0	0.0	0	0.0



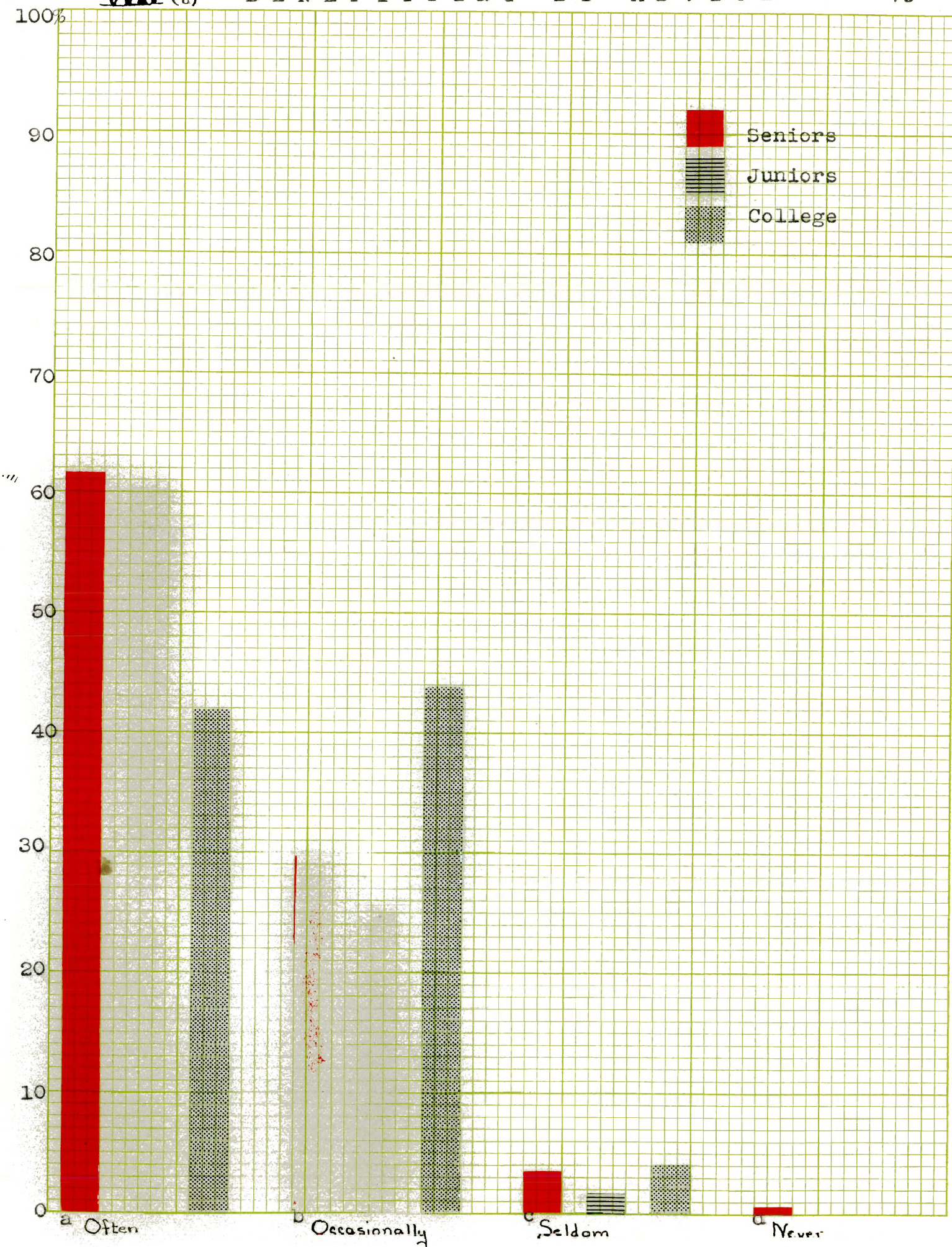


Table 19

Number of 50 College Students Receiving Counseling from Various Sources Concerning Personal Problems

	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
a Mother	17	68.0	19	76.0	36	72.0
b Father	14	56.0	9	36.0	23	46.0
c Guardian	0	0.0	2	8.0	2	4.0
d Other Relative	2	3.0	7	28.0	9	18.0
e Friend	8	32.0	12	48.0	20	40.0
f Adult	0	0.0	2	8.0	2	4.0
g Pal	1	4.0	2	8.0	3	6.0
h Nurse	0	0.0	2	8.0	2	4.0
i Teacher	0	0.0	3	12.0	3	6.0
j Clergyman	1	4.0	1	4.0	2	4.0
k No answer	2	8.0	1	4.0	3	6.0

Table 20

Number of 50 College Students Benefiting From This Counseling on Personal Problems

	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
a Often	9	36.0	12	48.0	21	42.0
b Occasionally	10	40.0	12	48.0	22	44.0
c Seldom	1	4.0	1	4.0	2	4.0
d Never	0	0.0	0	0.0	0	0.0
e No answer	2	8.0	1	4.0	3	6.0

Table 21
Number of Seniors Indicating the Influence of a Classroom Teacher

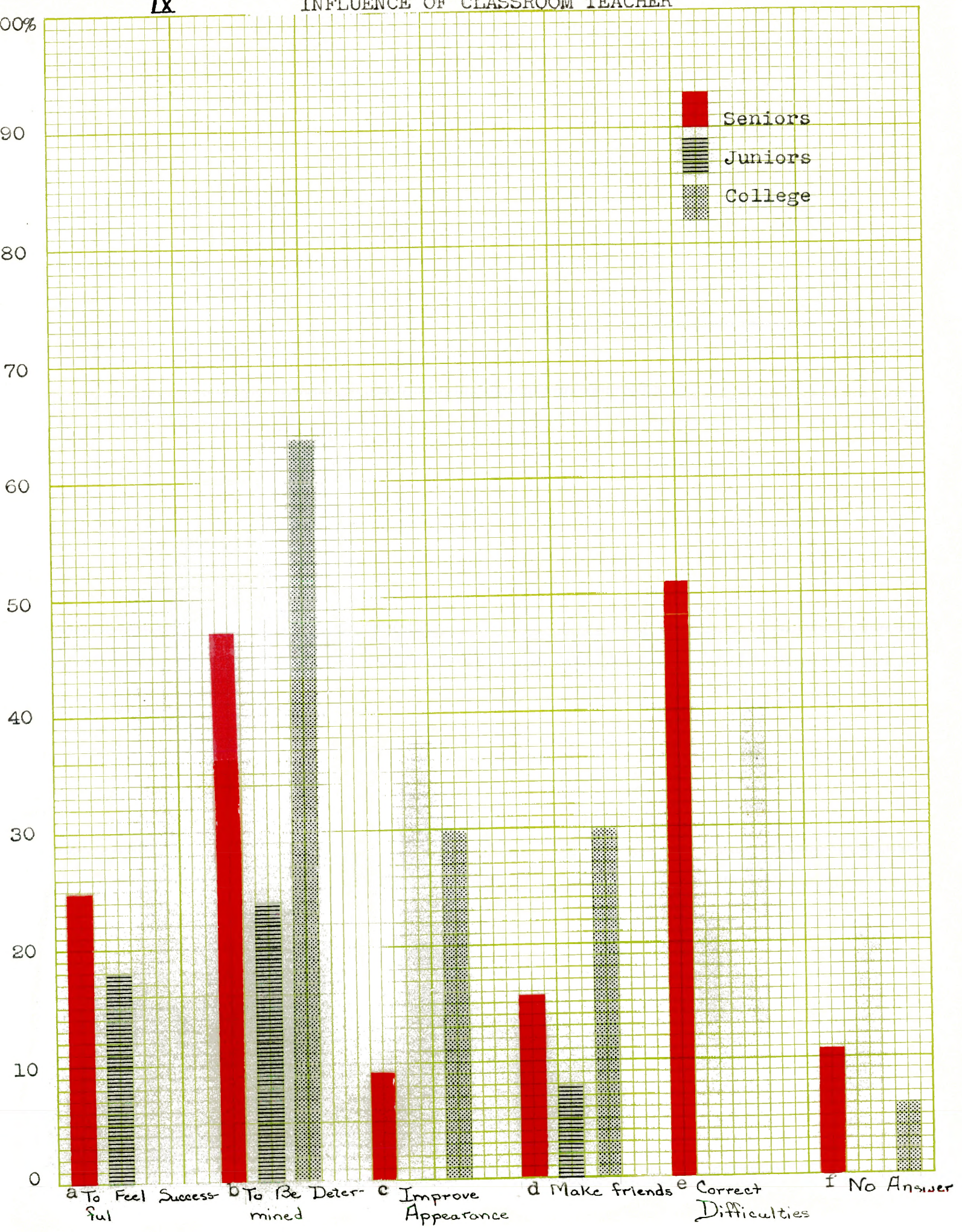
	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Helped to feel successful	125	28.4	108	21.8	233	24.9
b Helped to be determined	188	42.7	253	51.1	441	47.1
c Helped to improve appearance	39	8.8	48	9.7	87	9.2
d Helped to make friends	72	16.2	74	14.9	146	15.6
e Helped to correct difficulties	238	54.1	236	47.7	474	51.0
f No answer	54	10.4	46	13.0	110	11.7

Table 22
Number of 129 Juniors Indicating the Influence of a Classroom Teacher

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Helped to feel successful	8	19.2	15	17.6	23	17.8
b Helped to be determined	16	36.3	15	17.6	31	24.0
c Helped to improve appearance	2	4.5	46	54.1	48	37.2
d Helped to make friends	6	13.6	4	4.7	10	7.7
e Helped to correct difficulties	18	40.1	10	11.7	28	21.7
f No answer	15	27.2	12	14.1	27	20.9

Table 23
Number of 50 College Students Indicating the Influence of a Classroom Teacher

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Helped to feel successful	9	36.0	16	64.0	25	50.0
b Helped to be determined	13	52.0	19	76.0	32	64.0
c Helped to improve appearance	8	32.0	7	28.0	15	30.0
d Helped to make friends	9	36.0	6	24.0	15	30.0
e Helped to correct difficulties	10	40.0	10	40.0	20	40.0
f No answer	3	12.0	0	0.0	3	6.0



need for guidance is acute today because of the increased complexity of social life and the changing character of sanctions as determined by the home, community, and industry.

In this questionnaire five different ways that a classroom teacher might influence students were listed that the student might check. The student who had been influenced in other ways could add his comment. Of the seniors twenty-four per cent (233) checked that a classroom teacher had influenced them to feel successful; forty-seven and one-tenth per cent (441) stated that they were helped to be determined to do things. Table 21 and Graph 9 point out that few seniors had been influenced to improve personal appearance or helped to make friends. However, 51 per cent (472) seniors gave credit to the classroom teacher for helping them to correct difficulties. Table 22 and Graph 9 show that the sampling of juniors did not give so much credit to the classroom teachers as the seniors did. The college students according to Table 23 and Graph 9 claimed the classroom teacher had been most helpful in making them determined to do things and helping them to feel successful. Space permits the recording of only a few of the ninety-seven ways that were added by seniors expressing the influence of the classroom teacher.

"Observation of teachers and their habits has been valuable in learning to understand people and also how to get along under a form of taking orders."

"Helped in giving me knowledge of world affairs and increasing interest; helped me to realize the importance of problems that never seemed to have any importance."

"Sense of fair play in class by being fair herself."

"Helped me have confidence in myself."

"To be able to discuss common difficulties."

"Gave me a sense of responsibility. Helped me feel that college was necessary."

"Helped me to choose my vocation."

"Helped me enjoy school more and get more out of my schooling."

"Gave me greater appreciation of great literature."

"By being a human being puts you at ease, thus making it imperative that you have a good lesson."

"Helped me by being a friend as well as teacher, making me feel more at ease and secure."

"Helped me overcome shyness about speaking before people."

"Impressed the need of friends."

"Helped me enjoy my work."

"Helped me to think for myself."

"Helped me to gain more confidence in myself, and understand others."

"Helped me to gain confidence."

"Helped me to enjoy school."

"Helped me to realize the value of good things; as,
good literature."

"Helped me feel more at ease in giving my recitations."

"Helped me to understand people."

"Helped me to learn to study."

"Helped me overcome feeling that I was inferior to
other classmates."

"Helped to teach me how to study."

"Helped with plans for college."

"Helped me to feel more at ease in class."

"Helped me to prepare for the future."

"Helped me get along well with others."

"Helped me to appreciate and put into practice what
I had learned."

"Helped me acquire the correct attitude toward life,
for college and years following."

"Helped me enjoy learning."

"Helped me learn to enjoy some subjects I did not
think I would like."

"By being friendly and not a teacher all the time."

"Helped me with trouble."

"Helped me to enjoy and appreciate everyday things
which are commonly taken for granted."

The comments are evidence of the unlimited opportunities of the classroom teacher. She can be the key person in counseling. She has a chance to establish confidence. She has the closest contact with the student and the most direct control of his educational experiences.

Admitting that these opportunities of coming into rapport with the student come sooner and oftener to the classroom teacher than any other person, we still must note that the classroom teacher does not have the time and may not have the training to handle individual problems. She is the one who discovers them, but this is the place the trained counselor should assume the work and proceed. The counselor should provide all available records for the classroom teacher. These records should consist of the personal history, test results, the physical handicap record, weaknesses in subject matter fields, and the record of personality traits previously noted. The counselor must become acquainted with the student and gain his confidence, for a sound counselor must recognize that only the person who wants help can be helped.

Counseling is too complicated and difficult a task to add to the heavy load of the classroom teacher. This means a successful guidance program must have emphasis upon the reciprocal relations between the classroom teacher, the counselor, and the principal.

All of the high schools represented by the youth in this study offer various levels of counseling service to meet varying degrees of student needs. In this study, the students were asked to check the ways a counselor, principal, or other adviser had helped them.

The eight personal problems checked by the seniors are shown in Table 24 and Graph 10. The results placed in the order of the number of individuals claiming to be counseled on each subject are:

1. Solving my own problems	38 per cent	356
2. Deciding on a purpose	27.7 per cent	259
3. Getting a job	24.3 per cent	227
4. Getting along with others	20.3 per cent	190
5. Understanding myself	16.4 per cent	154
6. Having both boy and girl friends	9.3 per cent	87
7. Meeting a certain handicap	7.0 per cent	65
8. Getting along with family	6.0 per cent	57

In Table 27 and Graph 11 may be the same information concerning the counseling which seniors claim to have received on school problems. Listed in the order of the number of individuals counseled, the school problems are:

1. Planning a class and schedule	45 per cent	420
2. How to improve in my work	37.6 per cent	355
3. Planning a four year high school course	37.5 per cent	351
4. Keeping an assignment book	22.5 per cent	210
5. Adjusting to the next activity beyond high school	19.5 per cent	182
6. Taking part in school affairs	17.9 per cent	178
7. Overcoming a feeling of failure	15.2 per cent	142

Table 24
Number of Seniors Receiving Counseling from Counselor, Principal, or
Other Advisor at School

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
<u>Personal Problems</u>						
a Getting along with family	29	6.6	28	5.8	57	6.0
b Having both boy and girl friends	40	9.0	47	9.5	84	9.3
c Getting a job	78	17.7	149	30.2	227	24.3
d Meeting a certain handicap	36	8.1	29	5.9	65	7.0
e Enjoying being by myself	80	18.2	74	14.9	154	16.4
f Getting along with others	94	21.3	96	19.4	190	20.3
g Deciding upon a purpose	115	26.1	144	29.1	259	27.7
h Solving my own problems	183	41.6	173	34.9	356	38.0
i No answer	130	29.5	133	26.8	263	28.1

Table 25

Number of 129 Juniors Receiving Counseling from Counselor, Principal, or
Other Advisor at School

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
<u>Personal Problems</u>						
a Getting along with family	0	0.0	1	1.2	1	0.7
b Having both boy and girl friends	2	4.5	4	4.7	6	4.6
c Getting a job	2	4.5	5	5.8	7	5.4
d Meeting a certain handicap	3	6.8	2	2.8	5	4.0
e Enjoying being by myself	1	2.3	6	6.8	6	4.6
f Getting along with others	7	15.9	3	3.5	10	7.7
g Deciding upon a purpose	5	11.3	22	25.9	27	20.9
h Solving my own problems	11	25.0	14	16.5	25	11.6
i No answer	26	59.1	50	58.8	76	59.0

Table 26

Number of 50 College Students Receiving Counseling from Counselor, Principal, or
Other Advisor at School

	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Personal Problems</u>						
a Getting along with family	0	0.0	2	9.0	2	4.0
b Having both boy and girl friends	1	4.0	2	9.0	3	6.0
c Getting a job	7	28.0	13	52.0	20	40.0
d Meeting a certain handicap	1	4.0	2	9.0	3	6.0
e Enjoying being by myself	6	24.0	5	20.0	11	22.0
f Getting along with others	5	20.0	4	16.0	9	18.0
g Deciding upon a purpose	6	24.0	9	36.0	15	30.0
h Solving my own problems	3	12.0	7	27.0	10	20.0
i No answer	6	24.0	10	40.0	16	32.0

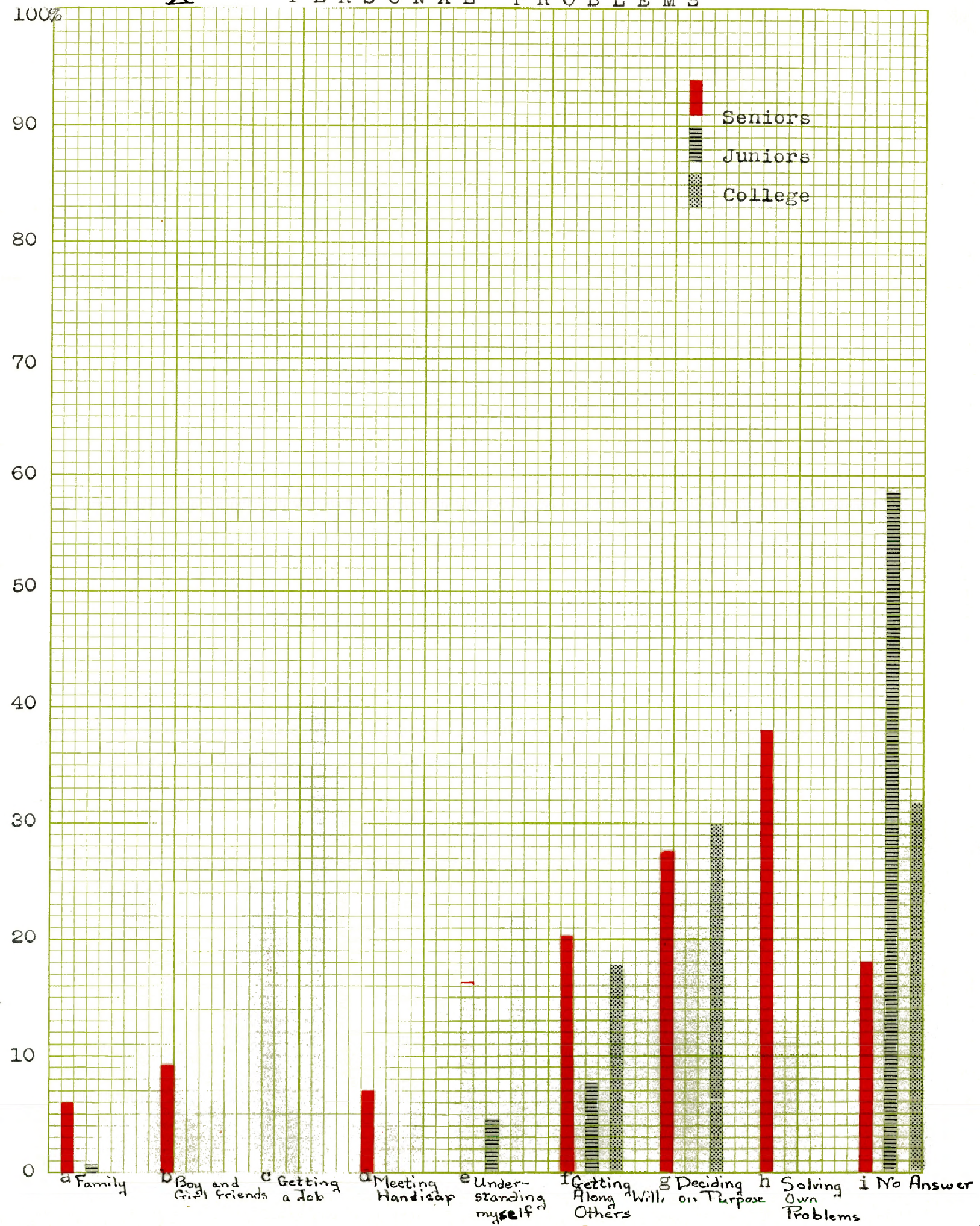


Table 27

<u>Number of Seniors Receiving Counseling from Counselor, Principal, or Other Advisor at School</u>					
<u>School Problems</u>	<u>Boys</u>		<u>Girls</u>		<u>Total</u>
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number Per Cent</u>
a Plan a class and study schedule	199	45.0	222	44.8	420 45.0
b Keep an assignment book	85	19.3	125	25.3	210 22.5
c Plan high school course	147	33.4	204	41.4	351 37.5
d Improve my work	160	36.4	195	39.4	355 37.6
e Overcome a feeling of failure	69	15.7	73	14.7	142 15.2
f Take part in school affairs	81	18.4	97	19.6	178 17.9
g Adjust to future activity	99	22.5	83	16.8	182 19.5
h No answer	59	13.4	64	13.1	123 13.2

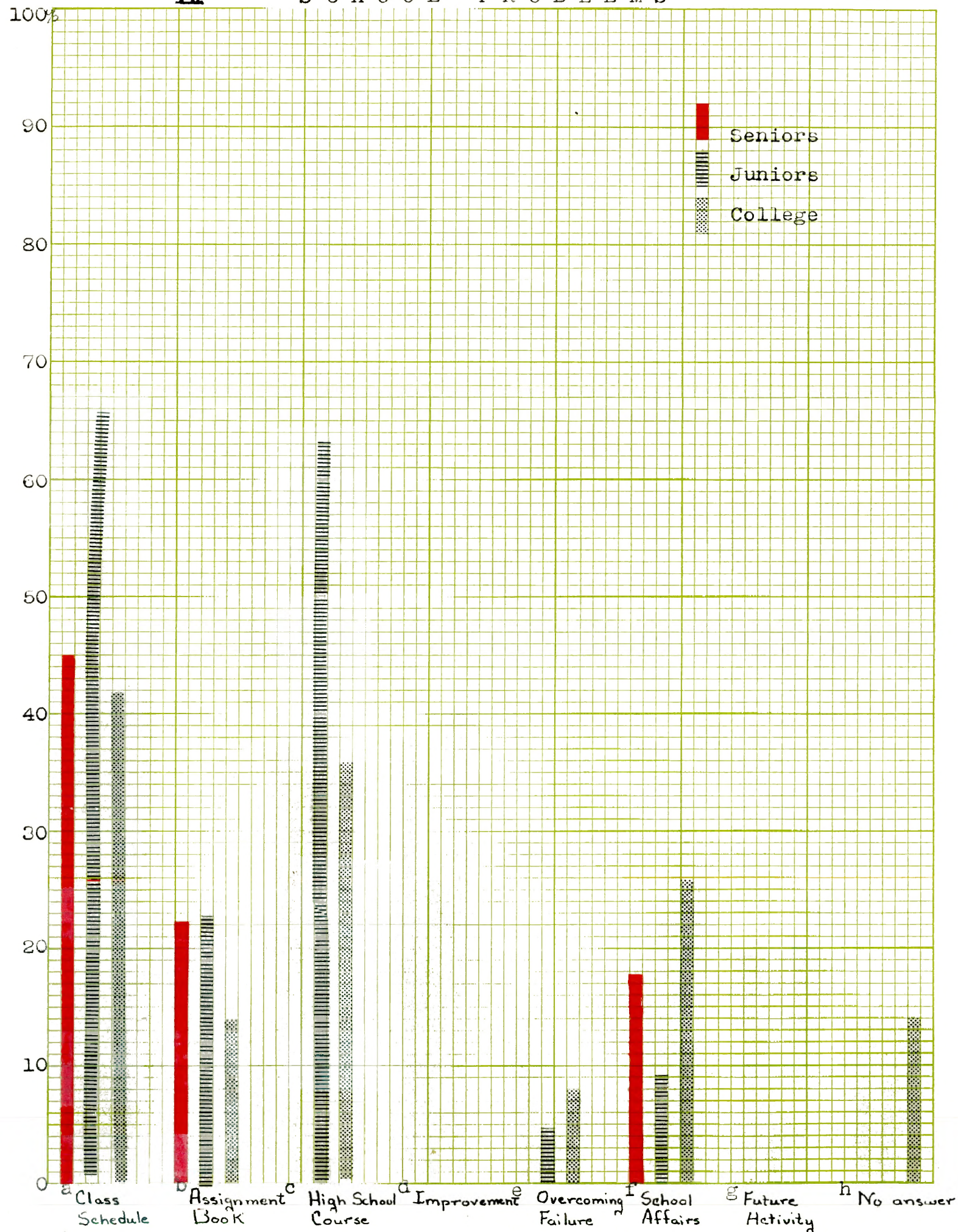
Table 28

<u>Number of 129 Juniors Receiving Counseling from Counselor, Principal, or Other Advisor at School</u>					
<u>School Problems</u>	<u>Boys</u>		<u>Girls</u>		<u>Total</u>
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number Per Cent</u>
a Plan a class and study schedule	34	77.2	50	58.8	84 65.1
b Keep an assignment book	14	31.8	16	18.8	30 23.2
c Plan high school course	23	52.2	52	68.2	81 62.8
d Improve my work	9	20.5	24	28.2	33 25.6
e Overcome a feeling of failure	1	2.3	5	5.8	6 4.5
f Take part in school affairs	7	15.9	5	5.8	12 9.3
g Adjust to future activity	3	6.8	5	5.8	8 6.0
h No answer	4	9.1	14	16.5	18 13.9

Table 29

Number of 50 College Students Receiving Counseling from Counselor, Principal,
or Other Advisor at School

<u>School Problems</u>	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a Plan a class and study schedule	8	32.0	13	52.0	21	42.0
b Keep an assignment book	3	12.0	4	16.0	7	14.0
c Plan high school course	7	28.0	11	44.0	18	36.0
d Improve my work	10	40.0	10	40.0	20	40.0
e Overcome a feeling of failure	2	8.0	2	8.0	4	8.0
f Take part in school affairs	6	24.0	7	28.0	13	26.0
g Adjust to future activity	3	12.0	7	28.0	10	20.0
h No answer	2	8.0	5	20.0	7	14.0



To interpret these results a comparison of this study is made with a survey, one of the largest of its kind, which was undertaken and slanted toward the need of guidance in the schools. The Science Research Associates studied 447 secondary schools in 1946. A questionnaire was constructed to determine the type of guidance functioning in secondary schools. The following questions were included:

"What topics related to personal vocational and educational adjustment of students are covered in the schools?"

"What services related to these adjustment problems are given?"²⁶

The answers to these questions in this guidance survey are compared with the present study. The Science Research Associates survey found that in regard to the extent to which a topic of service was covered--as indicated by the number of individuals, classes, or activities, that were used to cover the topics or service--the following ranked highest: getting along with people; information about the schools, information about courses, choosing a career; and information about occupations.

According to the study of Omaha high school seniors, individuals in these schools are most often counseled in the following items: planning a class and study schedule, learning to solve their problems, improving

²⁶Wimmer, Nancy E, "Guidance in Secondary Schools," The School Review, June 1948, p. 345.

their work, planning a four-year high school course, deciding upon a purpose, and getting a job. All of the items that students in Omaha high school are being counseled most on agree with the items indicated as ranking highest in the 447 high schools except the item, getting along with others, which ranks number eight in the present study. However, in the Omaha study the item, learning to solve their own problems, is checked by 38 per cent (356) of the seniors and ranks second as a benefit received in counseling. This would indicate that the newer techniques of counseling are used in the Omaha high schools quite extensively. Mr. Carl R. Rogers states:

This newer approach differs from the older one in that it has an entirely different goal. It aims directly toward the greater independence and integration of the individual rather than hoping such results will accrue if the counselor assists in solving the problem. The individual, not the problem, is the focus. The aim is not to solve one particular problem, but to assist the individual to grow, so that he can cope with the present problem and with later problems in a better integrated fashion. If he can gain enough integration to handle one problem in more independent, more responsible, less confused, better organized ways, then he will also handle new problems in that manner.²⁷

The study of the 447 secondary schools showed the topics least often treated by the counselor were information about the student's own school, about activities,

²⁷Rogers, Carl R., Counseling and Psychotherapy, 1942, p. 28.

etiquette, boy-girl relations, and hobbies and leisure. In the Omaha study, the topics least often treated are: getting along with the family, 6 per cent (57); boy and girl relationships, 9 per cent (87); meeting a certain handicap, 7 per cent (65); and overcoming a feeling of failure, 15.2 per cent (142). Table 24 and Graph 10 contain this information.

It is quite significant that all schools, including Omaha, counsel few students on boy and girl relationships.

Referring to the analysis of the certain areas in which Omaha high school youth desired counseling, more requests for counseling were recorded in social interests than in any other area. Boy and girl relationship is the key problem in adolescence. Probably the greatest opportunity of the high school to affect the natural growth and satisfaction of urgent wants of its students lies in the help it can give to each individual to feel himself accepted by the boys and girls in his group and to help him to make close friendships with at least one or two people.²⁸

The high schools are not meeting the needs of adolescents as long as boys and girls are not counseled in how to develop a normal and healthy interest in, and relationship with, the other sex. Pressey sums up the need and importance of such help to adolescents:

²⁸ Progressive Education Association, "The Personal-Social Development of Boys and Girls with Implications for Secondary Education," 1940, pp. 115-116.

Such a development might seem physiologically almost inevitable, biologically so natural as to present little difficulty, and so almost universally attained as to need little consideration. On the contrary, its attainment in our society presents many difficulties. Many people never attain satisfactory adjustment to the other sex. This is no minor matter, unimportant as compared with such issues as vocational success. Failure to achieve heterosexuality in adolescence is likely to cause failure in marriage, lack of normal participation in adult life, emotional stress, and a warping of the whole life. Education should give far more consideration to such a matter.²⁹

A high school student should have a fair chance to become informed about colleges. He should know about the numerous colleges other than the restricted liberal arts colleges. A student should have explored his own aptitudes and plumbed the depths of his enthusiasms before making his choice. Pupils should then be directed toward specific colleges in terms of their actual abilities. The senior girls who selected college numbered 40 per cent (184); only 31 per cent (135) of boys named a college. Although the questionnaire was given in the latter part of the last semester, many of those naming colleges stated uncertainties, and others named at least two showing that a definite selection had not been made based on needs. Soliciting cooperation from parents will help to make this a more positive decision for the youth. There is an implication for curriculum planning.

²⁹Pressey, Sidney L., Psychology and New Education, 1944, p. 228.

There is no significant evidence to support the view that a classroom teacher or a counselor can do his part without access to the opinions and attitudes of a representative cross section of his pupils. Counseling can be a very artificial job if one does not "keep his ear to the ground" to check as to whether there are worthwhile results. Such a questionnaire does find out what the student thinks and does; since he does not have to sign it, there is no reason for not telling the truth.

A counselor can always send for a student, but the real counseling is accomplished when the student asks to see the counselor.

"Have you ever asked a school counselor for help?" was the question asked in this study. Graph 12 shows 59.5 per cent (553) of the seniors have asked a school counselor for help a few times; 14.2 per cent (133) have asked for help once. Those who have never asked a counselor for help number 35.7 per cent (333). This investigation points out that a majority of our seniors indicate that they are asking for guidance. Three hundred fifty-six seniors indicate they have been helped in learning how to solve their own problems.

SUMMARY

As was stated in the introduction, by guidance we mean to help the youth obtain a wide range of information about himself so he may develop his potentialities by

Table 30

Number of Seniors Asking a School Counselor for Help

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a A few times	220	50.0	333	67.2	553	59.5
b Once	55	12.5	78	15.7	133	14.2
c Never	124	28.2	209	17.1	333	25.7
d No answer	0	0.0	0	0.0	0	0.0

Table 31

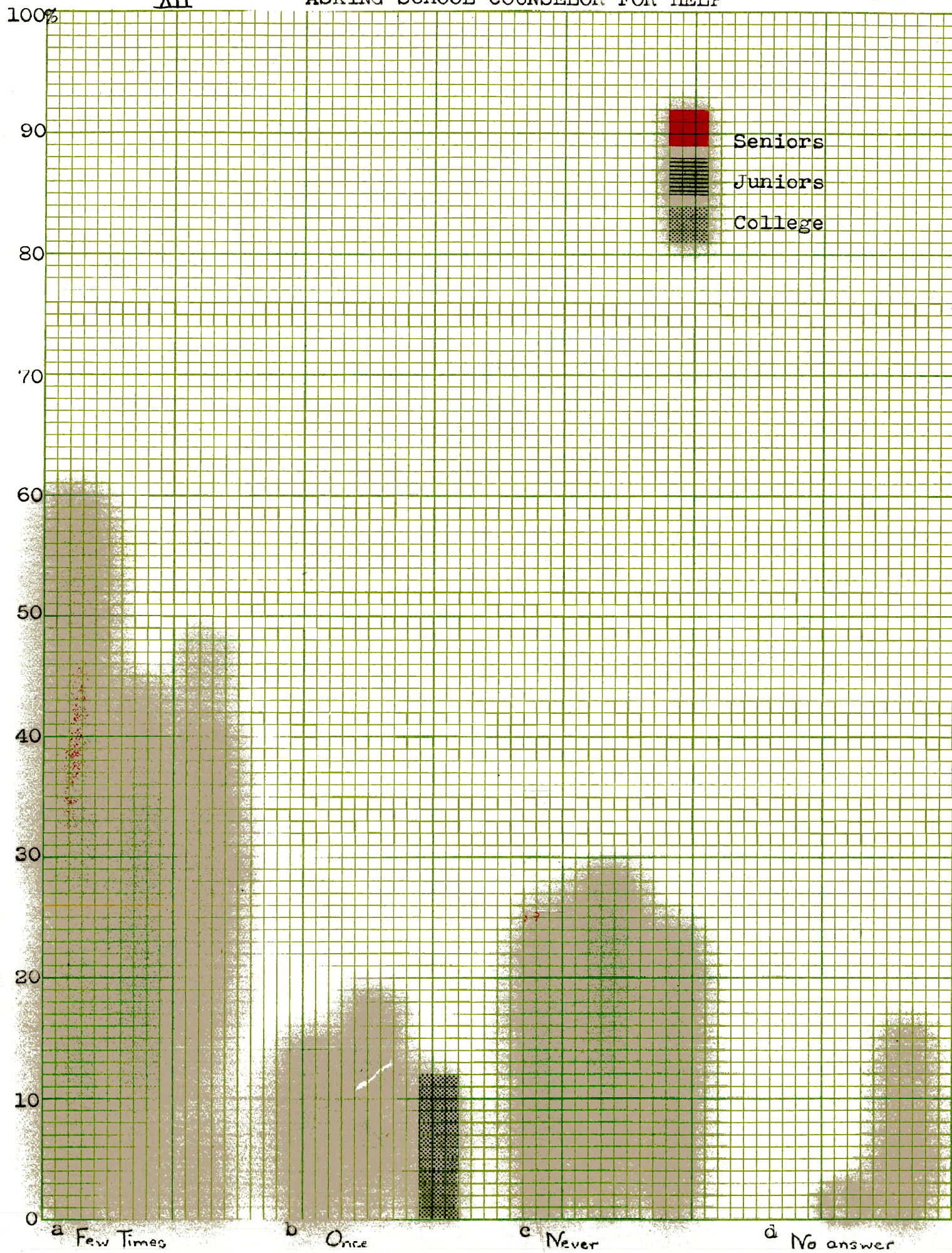
Number of 129 Juniors Asking a School Counselor for Help

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a A few times	15	34.1	42	49.4	57	44.2
b Once	6	13.5	21	24.7	27	18.6
c Never	19	43.2	18	21.2	37	28.6
d No answer	4	9.1	0	0.0	4	3.1

Table 32

Number of 50 College Students Asking a School Counselor for Help

	<u>Boys</u>		<u>Girls</u>		<u>Total</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
a A few times	9	36.0	15	60.0	24	48.0
b Once	2	8.0	4	16.0	6	12.0
c Never	7	28.0	5	20.0	12	24.0
d No answer	7	28.0	1	4.0	8	16.0



making an educational plan to meet his needs. This being accomplished, he will develop creative initiative to solve his own problems. The counselor who can succeed in this will feel that human engineering is really a great job. A counselor must determine whether the problem of the individual has its origin in the area of work and study, physical and mental health, family relationships, human relationships, or vocational preference. He must realize that all areas of human experiences are so interrelated that one does not dare neglect any area when searching for the solution of a problem in a given area. Through their own experience and guidance in all of these areas, youth develop their own philosophy of life, and the way they solve their problems determines whether or not they become wholesome integrated individuals.

We have summarized the problems upon which youth claim to have been helped by a classroom teacher or counselor. Another efficient way to discover the problems in which youth desire counseling is the interview. The following chapter will complete the study by presenting personal interviews with both students and parents.

Chapter IV

INTERVIEWS--A WAY TO DISCOVER THE PROBLEM AREAS IN WHICH YOUTH DESIRE COUNSELING

It is not difficult to lead youth through their own talking and thinking to state their own problems. The interview provides this opportunity for the student to release hitherto inhibited attitudes. It is really a friendly two-way, guided conversation in which the youth reveals his desires for guidance and counseling.

The following are reports of interviews with students that give evidence of this technique being a valuable tool in discovering youth's problems.

1. Floyd entered school last fall. His frustration was first noticed in group guidance. As a result of this report he was interviewed. This was the get-acquainted interview, and the following information was obtained: Floyd had attended school in Holt County most of his life. He liked spelling because he had done better in that than in any other subject. He disliked arithmetic because he could not solve reasoning problems. He had made a 90 per cent average on the eighth grade examination. The counselor had found a boy who had the same schedule in all but one class. This boy had entered from a city school that has much the same procedure as high

school. The boy was introduced to Floyd and asked to help Floyd in finding the classrooms since he was more familiar with the building. This ended the first interview.

The counselor reported to the teachers of Floyd as to his scholastic ability and asked their cooperation. Floyd was observed in the halls and checked upon, but the counselor did not send for him until a week had passed. Teachers reported that he did find his classrooms now, but he many times did not bring his materials. He wrote so poorly they could not read his writing. He did not seem embarrassed because he could not do the things required but seemed to enjoy being noticed.

At the second interview, Floyd told the counselor about his home. His mother and father had separated, Floyd is 15, his brother is 12, and his sister is 10 years old. An uncle had taken care of the two boys. His uncle had been proud of his record in the rural school because his brother could not learn. The daughter of this uncle lives in Omaha and is keeping Floyd and sending him to school. The counselor inquired about his progress and disposed of his helper who had been taking him to classrooms. The counselor looked at Floyd's notebook and discussed his writing with him. He thought he could do better, so was asked to bring some of his work in sometime when he had improved. This ended the second interview.

The classroom teachers were kept informed, and one of the greatest factors in his continual progress was that in the general science class the teacher, without his knowledge, helped him make friends. The counselor noticed that Floyd and the boy who helped him in finding classrooms became friends. He made a very fair social adjustment and accepted his failure in Ninth A subjects. In an interview, the counselor explained that he had had many things to accomplish this semester and that his next semester's work would work out better. He thought he would drop school and go back to his uncle's but was shown his possibilities, and he decided to stay in school.

Such a case is definite evidence of being able to find the underlying causes of the youth's problems in a very short time by interviews, and as a result being able to start him solving his own difficulties.

2. An example of the solving of a home relationship problem was given by a counselor of June. June first was called for an interview because of a failure notice in history. She revealed that she loved to read and liked history, but she was too embarrassed to recite. She also said that being an only child she usually went places and did things with her mother. She had very little responsibility in the home. She did not go out with the group of girls very much, as she would rather

sit by herself and read. The counselor convinced her that unless she expressed herself in class, the teacher could not know her ability; and she agreed to report to her counselor incidentally in the hall or when she happened to see her as to whether she had recited in history each day. However, the counselor recognized this as a home problem; the mother enjoying the child's company had not realized she was denying her the experiences with her own age group. June, being an only child, had not been made to realize that in order to succeed one has to do many things which he does not like to do. The mother was interviewed on the telephone and was very glad to cooperate. She helped in plans that caused June to become one of a very lively group of girls. As she has become better adjusted socially, she has become less self-conscious in the classroom.

3. John first came for an interview when the tests were given to determine those who should take remedial reading. He wished to tell the counselor that his mother would not permit him to take reading. During the interview the counselor discovered that John came from a broken home, that his mother was a very nervous person, and that she was easily influenced by him. After the interview the counselor checked the information in the cumulative folder. Notes were filed that the mother had written that helped one to understand some of John's statement, such as

"My mother cannot understand why I do not get credit for my work; I always do my lessons--ask her." He said he had been tutored in reading, and he could read as well as the rest of the class. The mother was called for an interview and was very different in her thinking when talking face to face than her written notes in the cumulative record would indicate. The counselor explained that John did not face facts, and this was mostly the reason for his poor work. Since an uncle is an excellent doctor, she wanted John to be a doctor. This was evidence that she did not face facts. (1) John has always been a below average student on account of his reading. (2) The financial status of the family was not such that John could go to college without help. Both the scholarship qualifications and the finances and time required for a doctor's education were explained to her. She made no comment but did give her permission for John to take remedial reading. John was called for another interview, and he finally made up his mind to take remedial reading. He made good progress in the class and was fortunate in having a world history teacher who gave him individual attention in that reading course the following semester. John has learned to work by himself now with average results.

In almost every sentence of an interview the student makes known his needs for guidance and counseling. Much data pertinent to the students' interests and adjustments

are obtained. Solving problems by this face-to-face conference is a relationship in which growth occurs on the part of both the counselor and the student.

By the questionnaire submitted to the seniors of four Omaha high schools it was discovered that 75.6 per cent (709) of the seniors confided in their mother concerning their personal problems. Eighty-six per cent (111) of the juniors in the study receive counseling on personal problems from their mother. Thirty-two and three-tenth per cent (302) seniors talk over personal problems with their father. These facts indicated that the parents would be able to give valuable information as to the certain areas in which youth desire counseling.

Since the questionnaire had been submitted to seniors from four of the Omaha high schools, it was decided to interview some of the parents who are patrons of these various high schools. A letter of explanation was sent to the parent which stated the purpose of the interview; to find out about the relation of the high school youth to his home. A schedule was made out covering the same general problems that the seniors had been asked to check. After rapport was established, the interview began with rather personal questions:

What would you say are his main problems?
What does he do about them?
In what ways do you think the school could help?

Usually the interviewee proceeded to give information needed without definite questions, but the interviewer redirected the conversation occasionally so that the desired information might be obtained without consuming too much time. Only one parent, whose boy was quitting school this year, refused to give time for an interview. A few of the interviews will be summarized here, noting points directly related to the present study. The interviews will be samplings from parents whose children attend each of the high schools in the study. Copies of a few of these interviews will be included in the appendix with the schedule which was used as a guide.

Interview 1. Jim is now a senior. He is the youngest of three boys, being several years younger than his two brothers. Both of the other boys did well scholastically. Jim has never succeeded in school. The mother stated he had been tested, and the information secured indicated he had good normal ability. He has been in two high schools and one private school but only succeeds for a short time. At the time of the interview the family were packed, ready to move to Minneapolis. The mother was building hopes that a new enthusiasm would help him graduate next year. She stated that she really would have liked help in discovering the causes of Jim's poor adjustments.

If Jim were entering a new high school, this interview has all the suggestions a counselor would need to begin tracing for the essential information that would be needed to help make plans for his adjustment.

Interview 2. This mother had one girl that was a senior and a younger girl in grade school. She thought teachers should put forth much more effort to find some particular thing in which every normal student could excel. She pointed out that, in the rush of routine, many teachers pass by their opportunity. The example was that the morning talks on the child's interests given in elementary schools are a real key to the knowing of the child but that too often while they are being given the teacher has to be taking roll, writing something on the board, or taking care of other routine work. The child senses the lack of interest so is not stimulated to do his best another time. This particular child has her talent in being expressive, so naturally is not encouraged to do better unless she has an audience. Her main emphasis was on the fact that a classroom teacher must be a keen detective of budding interests as every child has need of feeling successful. Her oldest child's writing ability was never recognized until she took journalism in high school.

She believed that a counselor in high school should be given enough time, or few enough students, so that every child could become acquainted with the counselor.

She mentioned that her daughter was bashful. She thought with such students a counselor might have to see the student several times before this type of student would feel well enough acquainted to go to the counselor of her own free will. She thought counseling could be very helpful to the parents during adolescence if the student could be actually acquainted with the counselor. She thought it unfortunate that her girl, who will graduate next year, had never been to a counselor.

She felt the more aggressive have too much attention and too many chances for leadership at the expense of pupils who need to be developed.

It was mentioned that one of the worst things that can happen to a child is to be questioned before the group as to whether a prepared lesson is his own work. Especially if the child has labored extra hours to produce this work, does this procedure have a very disastrous effect.

While the mother may have been very subjective in the interview, she has pointed out some very significant things both for the classroom teacher and the whole guidance program. Too many can say that they have never seen a counselor or had anyone at school take a personal interest in their problems. Our survey, Table 30, Graph 12, showed 36.7 per cent (333) of our seniors of 1948 reported

never having asked a school counselor for help. There are times when practically every student is faced with problems with which he would like help.

Interview 3. The home was a large white frame house. The mother came from the washing of clothes to the interview. She was very pleasant in manner; but many things, such as dress and decayed teeth, indicated neglect of herself. She had eleven children--the smallest, a baby nine weeks old. The father and the two oldest boys were employed at the packing plant. One girl, sixteen years of age, is in the tenth grade next year. She had wanted to quit school; but the brother, who had graduated, has persuaded her to return to school in September. The mother said there was much confusion and with so many little children that she seldom had time to talk to any of the older children about any of their problems. She said the older boys had shifted for themselves as soon as they became old enough to go to high school and that each of the others would have to do the same. Several of the smaller children surrounded the mother while we sat in the swing on the porch talking. All were anxious for me to see the baby. The mother was very willing to talk and always indicated that the providing for the children at home was all the parents assumed and that any other problems were handled by the youth themselves.

The implications for the school in this interview are many. The home responsibility of the mother is almost beyond physical endurance. Our study points out that the largest per cent of adolescents discuss their personal problems with the mother--Tables 15, 16, 17, 18, and Graph 8. Under these conditions there is always too much confusion for this mother to talk with any one child alone. The younger children need most of the time so each one becomes independent of the direction of the home at an early age. The school must assume this guidance, or youth from such a home is not likely to have the perspective to develop plans for himself that will make use of his potentialities.

Interview 4. In this home there is one boy who recently graduated from one of the high schools, and there is one boy a senior. This parent discussed the home problems first. The use of the car and late hours seemed to be the two real problems of the home. Refusal of use of the car brings accusation of distrust. The parents have never distrusted the boy, but they have been anxious about his health on account of late hours and used the refusal of the car as a method of discipline.

The mother also mentioned the conflict of standards in the work world and the high standards of work that the parents had tried to build into the ideals of the boys. The day before this interview the younger boy, in telling of his day's work, told how the foreman had said, "You do

not need to work so hard; just have all your tools laid out, and when the big boss comes around, get busy." She desired more openings, for the individual youth who has not learned to push himself, to replace the "Success to the successful." She thought extra curricular activities should be fluid and not feature the most talented youth.

This interview points out many real problems of youth which counselors and classroom teachers cannot ignore. Another implication for the study is that in even one interview one can discover many home problems and viewpoints that would be most valuable in complying with requests made by students, who asked for counseling on the item, helping parents to understand your problems, Tables 9, 10, 11, and Graph 6. Parents have a knowledge of their own children that those handling these youth cannot afford to ignore.

SUMMARY

Ruth Strang summarized the problem areas in which students desire counseling:

1. When the teacher observes behavior which raises questions in his mind and which might be answered in an interview with the student.
2. When the teacher-counselor is ready to periodically consider, in the light of all his knowledge of the student, what the school can do to further his development.
3. When a student's records show a discrepancy between ability and achievement, or other evidence of failure to realize potentialities.

4. When special problem has arisen that requires cooperative thinking of student and teacher and counselor.

5. When a student is ready to choose plans for further education.

6. When a student desires to plan for work or future activity after leaving school.

7. When a student is entering some new role in a group and needs individual help.³⁰

Interviewing is a way to understand youth. It is a process of helping students to express their problems and feelings freely and to formulate plans for doing something about them. No doubt the interview provides the most exact information as to the certain areas in which the youth desires counseling.

³⁰Strang, Ruth, The Role of the Teacher in Personnel Work, 1946, p. 406.

Chapter V

CONCLUSIONS AND FINDINGS

In this study we have presented the certain areas of problems in which Omaha high school youth desire counseling. These have been determined in three ways:

1. Checking the problems in which they consider counseling important.
2. Indicating the problems upon which they have been counseled.
3. Discovering by interviews the areas in which youth desire counseling.

In the study three implications are obvious; first, that counseling is the core of the guidance program; second, that guidance is needed by all youth; third, that self-guidance, not prescription, is the goal to be sought.

The findings in the area of health are:

1. Twenty-eight and two-tenths per cent (263) of seniors showed no interest in health problems.

Forty-eight and eight-tenths per cent (78) of juniors failed to check any item on health. Percentage Graph 3 and Graph 4 show that college students consider the need of counseling on health problems more important than seniors do, and seniors show more interest in health than the juniors.

2. Twenty-five and eight-tenths per cent (241) of seniors, 32.4 per cent (41) of juniors, 36 per cent (18) of college students indicate rest as a problem.

3. Thirty-five and one-tenth per cent (328) of seniors considered recreation as a problem.

4. Tables 3, 4, and 5 and Graph 3 show cleanliness to be considered as a problem for high school. Forty-five and one-tenth per cent (426) of the seniors, 35.6 per cent (45) of the juniors, and 58 per cent (29) of college students indicate this as a significant problem.

5. On these same tables and graph can be found the number and percentage of those who checked diet as a health problem: 21.6 per cent (204) of the seniors, 11.6 per cent (23) of the juniors, 46 per cent (23) of the college students.

6. Ninth grade, or freshmen, show little interest in health problems. Youth does not seem to realize the need for interest in health. Every classroom teacher and counselor must help youth see the relationship of physical health to their appearance, to their school work, to wholesome participation in sports and leisure activities, and finally, to vocational efficiency. Most important is the interest and knowledge of health to youth because they must learn to preserve good health if they have it. Never before has there been so much information available to those who do not have good health as to how they can improve their health.

Culture and Charm

1. Table 6, Graph 5, points out that 40 per cent (382) of seniors desire counseling in proper dress; 22 per cent (44) of college students check this item as an important need for counseling.

2. Fifty-nine and three-tenths per cent (551) of the seniors check manners as a need for counseling. The juniors also indicated a definite interest in this problem. Table 7 and Graph 5 give 41.8 per cent (60) of juniors checking this need.

3. Freshmen, in group guidance classes, ask very few questions about proper dress or manners. Prestige in this age-group is attained more often by being good in sports or having much enthusiasm and "pep."

The juniors and seniors indicate a definite interest in proper dress and manners, since in this age-group they give prestige. This is the school's opportunity to carry on a social program that will give these youth the poise and confidence needed for their future business and home life.

Human Relationships

1. Out of the ninth grade question box came more questions on making friends and dating than on any topic for counseling.

2. According to Table 6, Graph 5, 52.5 per cent (488) of the seniors desire counseling on making friends.

Table 8, Graph 5, shows 68 per cent (34) of the college students considered this a necessary field of counseling.

3. Only 26.8 per cent of seniors and 19.6 per cent of juniors considered dating a problem.

Boy and girl relationships are very important to this age-group. This is a period of social development and adjustment. Normally boys and girls develop friendships with each other during this period. These friendships serve the practical purpose of providing ideals for marriage later on in life.

4. Fifty and three-tenths per cent (466) of the seniors indicate that they would like counseling on a better relationship with teachers. When the teacher is trained to always think of the students as a whole individual, instead of a "subject" child, this problem will solve itself.

5. Tables 12, 13, and 14, and Graph 7, present the facts that 45.4 per cent (424) of seniors, and 42 per cent (21) of college students checked the need for counseling in making a wide acquaintance of friends. This item can be pertinent to the development of youth that will be community minded and, later in life, develop interest in world relationships.

6. Less interest is shown in being counseled in the wise choice of friends. Tables 12, 13, and 14 and Graph 7 present this evidence. Only 27 per cent of the seniors and 20 per cent of the juniors indicated a desire for counseling on this item.

The Home

1. According to Table 9, Graph 6, 33.9 per cent (317) of seniors indicate the need of counseling in helping their parents understand their problems. Forty-two per cent (21) of college student consider this an important problem for counseling.

2. On managing the money they have to spend, Table 9, Graph 6, shows 34.6 per cent (324) seniors state a need for counseling on this problem.

3. Graph 6 presents the desire for counseling in home activities; very few students checked this as a problem in which they are interested in being counseled.

The implications of the study are that the home is an area in which the school needs to arouse the interest of youth. Vitalized home economics for both boys and girls can be the answer. Many students go directly from school into their own home. We cannot afford to take it for granted that youth has the knowledge and the interest necessary for establishing a successful home.

Vocational Choice

Tables 9, 10, and 11 and Graph 6 inform us that 52.3 per cent (486) of the seniors, 56.6 per cent (76) of juniors, and 66 per cent (33) of college students consider counseling or guidance in vocational choice a "must."

2. Every freshman in group guidance asks several questions about information he desires in regard to vocation.

3. Comments on the questionnaire requested aptitude tests. Some of the high schools included in the study do not have this service.

4. Many requested help in matching their abilities and interests to vocational fields.

5. Sixty-one per cent (312) of the senior girls made an occupational choice; 49 occupations were named. Although 61 per cent of the girls made a choice, 51.3 per cent indicate the need of counseling on vocation.

6. Eighty-three per cent (366) of the senior boys made a vocational choice, listing 72 occupations. Fifty-two and seven-tenths per cent of these same boys checked the desire for vocational counseling.

Considering the large number of seniors expressing a desire for guidance in selecting a vocation, one would question their vocational choice as stated being based on the latest information on job outlook. More and more, the demand from the student and the parent is for the school to provide two services:

1. To inform the student as to his aptitudes and abilities.

2. To provide the latest available job outlook information.

Leisure and Hobby

Twenty-nine and five-tenths per cent (286) of seniors, Table 12, Graph 7; 17.8 per cent (23) juniors, Table 13, Graph 7; 28 per cent (14) college students, Table 14, Graph 7 give the number of student desiring counseling in extra-curricular activities. Since this study does not inform us as to the number actually participating in activities, we cannot interpret the small number desiring counseling as meaning that most of high school youth have really solved their own problems as to extra-curricular activity. The implication could be a lack of interest and, if so, would mean a very great need for counseling.

How to Study

1. Table 12, Graph 6, gives 57.5 per cent (535) seniors desiring counseling on methods of study. Thirty-four and one-tenth per cent (44) of the juniors checked this need for counseling; 74 per cent (37) of college students considered it an important need for counseling.

2. The need for guidance in how to study is substantiated by giving the number and percentile and grade level of the pupils in each high school used in the study, that were below grade level in the rests of the Iowa Silent Reading Tests given in October, 1947.

3. A large number of students at every grade level in every high school in the study have a reading grade

level from two to four grades below the school grade in which they are classified. Facing these facts, certainly no high school teacher would question the need for teaching reading in every subject.

4. The basic data, the knowledge of the student's present status, are available in every Omaha high school.

5. A program could be organized that would help each student learn how to study every subject as he takes it.

Administrators, counselors, and teachers are generally agreed that the greatest single cause of failures for thousands of high school students is their inability to read. We have observed that students in all high schools need guidance in the reading skills. This guidance cannot be given simply by assigning a lesson. The elementary and secondary school owe this guidance to every child who enters their doors.

Contact with students who had dropped out of school revealed:

1. There were many symptoms of maladjustment in most of the individuals.

2. Not one of them assumed any responsibility for having dropped out of school.

3. Those who were interviewed by telephone were courteous, and evidence was given that each had some qualities that could be developed by counseling.

In Table 15 and Graph 8 it is found that 75.6 per cent (709) of seniors and in Table 17, Graph 8, 86 per cent (111) of the juniors confided in their mother concerning their personal problems. Thirty-two and three-tenths (302) of the seniors and 43.4 per cent (56) of the juniors talk over their personal problems with their fathers; the juniors who discussed their problems with a pal number 24.8 per cent (32); these are the most significant findings in the table.

In the following tables and graphs the youth indicated whether they benefited by this advice. In Table 16 and Graph 9, the seniors showed 61.3 per cent (577) benefiting often; 29.9 per cent (280) checked benefited occasionally.

Twenty-five and six-tenths per cent (88) of the juniors claimed to have benefited by this counseling; these findings are in Table 18, Graph 9.

The results indicated that the home is still providing "a haven of emotional security in time of stress." Authorities believe this to have an important relation to personality development.

The classroom teacher is or should be the most important agent in the guidance program. The ways a classroom teacher influences a student were checked. Five items were listed, and the students expressed the way they

had been influenced if it was not listed. A limited number of these comments are listed with the findings. Of the seniors 24.9 per cent (233) claimed a classroom teacher had helped them to be successful. Those helped to be determined number 47.1 per cent (441); these results may be noted in Table 21, Graph 9. Few claimed to have been helped with personal appearance or making friends, but 51 per cent (472) of the seniors checked that a classroom teacher had helped them correct their difficulties.

Table 22, Graph 9, showed that not many juniors claim to have been helped by classroom teachers.

Table 23, Graph 9, give the results of the checking of these same items by the college students. The individual comments stated were significant in pointing out the large number of ways that students recognize that they are influenced by the classroom teacher.

The classroom teacher can be the key person in counseling; admitting that her opportunities are the best for knowing the whole child we still must note that the teacher does not have the time to handle individual problems. The trained counselor should provide the teacher with the records she needs; and the teacher should provide the counselor with the information needed to handle the case. This cooperation is ideal. This means a successful guidance program must have emphasis upon the cooperation between the classroom teacher, the counselor, and the administrators.

In working with the adjustment problems of high school youth, counseling is used as the most frequent method of meeting individual problems. However, a recent study shows that the home-room continues to function as an important part of the guidance program. In this study Table 24, Graph 10, shows the ways that students were helped with personal problems by a counselor, principal, or advisor. The findings are here arranged in the order of the number of individual seniors helped. Statements on questionnaire:

Solving my own problems	38 per cent (356)
Deciding on a purpose	27.7 per cent (259)
Getting a job	24.3 Per cent (227)
Understanding myself	16.4 per cent (154)
Having boy and girl friends	9.3 per cent (87)
Meeting a certain handicap	7 per cent (65)
Getting along with family	6 per cent (57)

In Table 27 and Graph 11 may be found the same information concerning the counseling of seniors on school problems. These findings are also listed in the order of the individual seniors counseled on the school problems.

Planning a class and study schedule	45 per cent (420)
Improving in my work	37.6 per cent (355)
Planning four-year high school course	37.5 per cent (351)
Keeping an assignment book	22.5 per cent (210)
Adjusting to the next activity beyond high school	19.5 per cent (182)

Taking part in school affairs 17.9 per cent (178)

Overcoming a feeling of 15.2 per cent (142)
failure

To interpret these results a comparison is made with one of the largest surveys slanted toward the needs of guidance. The Science Research Associates studied 447 secondary schools. All of the items that students in Omaha high schools are being counseled most on agree with with the items indicated as being considered most important for guidance in the 447 secondary schools with one exception. The item, "getting along with people," ranked first as to the extent to which topics were emphasized in the 447 high schools studied, and the Omaha study showed this item taking eighth place in the number of seniors receiving counsel upon it. However, our check is only on individual counseling and the ranking of this item would be changed if it also checked the influence of guidance in classroom procedure which the Research study does include.

A significant finding of the ranking of items in the Omaha high school counseling is that the item, "to solve my own problems," is checked by 38 per cent (356) of the seniors and ranks second as a benefit received in counseling. According to Carl R. Rogers, this would indicate that the newer technique of counseling is used by Omaha counselors quite extensively. The aim is not to solve one particular problem for the individual but to assist the individual to grow so that he can cope

with the present problem and with later problems in a better and more efficient manner.

In checking the problems to which the least guidance was given, "boy and girl relationships," was shown by both studies to be slighted. In Omaha high schools an important implication for counselors and principals is that only 15.2 per cent (142) of seniors indicated they were given help in overcoming a feeling of failure. The study recorded how many voluntarily asked the counselor for help. Table 30 and Graph 12 show 59.5 per cent (553) of the seniors have asked counselors for help a few times; 14.2 per cent (133) have asked for help once. Those who have never asked a counselor for help number 35.7 per cent (333). This investigation points out that a majority of our seniors indicate that they are making use of the services of a counselor.

High school students should have a fair chance to become informed about colleges. They should have as exact information as the school can give them concerning their own potentialities before making their own choice of a college. The senior girls who selected their college numbered 40 per cent (184); 31 per cent (135) of the boys selected a college. Comments on some of these decisions indicated uncertainty and that they were not based upon enough information. In these numbers there is an implication for curriculum planning. If the secondary school has only this small percentage planning to attend college, we

need to be certain that the subject matter offered meets the needs of this large per cent of boys and girls in the high school who plan to go directly into homes of their own or the world of work.

The interviews with parents having students in each of the high schools in the study gave the following findings:

1. All parents contacted showed an interest but do not attempt to have much exact information on the problems of youth as connected with the school unless the problem is an outstanding maladjustment. Youth do consult parents concerning their personal problems.

2. The two problems parents would like the school to give students more help on are: how to study and how to select a vocation.

3. Parents expressed appreciation for advice that both classroom teachers and counselors had given to their boys and girls on personal problems. Several parents felt that during the period of adolescence a youth accepts advice from a counselor which he will not accept from his parents.

4. Parents would like to see more opportunity for leadership given to more people in secondary schools. The more aggressive student can make other students feel there is no use trying to be more than a follower. There needs to be more opportunities for the youth who has not learned to push himself, to replace the idea "Success to the

successful." We can talk about being a good follower, but all should learn to be both a follower and a leader unless ability is entirely lacking.

5. A big group of students find their only leisure time in the extra-curricular activities, so these should be fluid and not feature only the most talented.

6. It is interesting to note the emphasis that one parent gave to desiring the consideration of personalities in the classroom. She believed that every pupil need not fit into a groove. In her opinion there should be some substitute values for conforming to mechanical requirements.

7. Parents rated the service given by the school nurse to students as very valuable.

8. A small number of parents thought that the personal problems of the adolescent were entirely the responsibility of the home. Most of these mothers desired the daughter to have just a few chosen friends but could see the value of a wide acquaintanceship for the boys.

9. The parents of large families, one having ten children and another eleven, stated that after their children went to high school all decisions regarding educational plans, friends, and recreation were the youth's own responsibility.

10. Most students had satisfactory experience in high school. Generally, parents who are having an

economic struggle do not assume much concern about school problems. The parent in the average home seems interested in becoming more informed concerning school procedures but depends entirely upon the school for the guidance of the youth in educational training. In the above average home there is more evidence of concern, and an inclination to make sure, that educational opportunities are assured to their children. There is much evidence that these desires could be utilized by home and school cooperation.

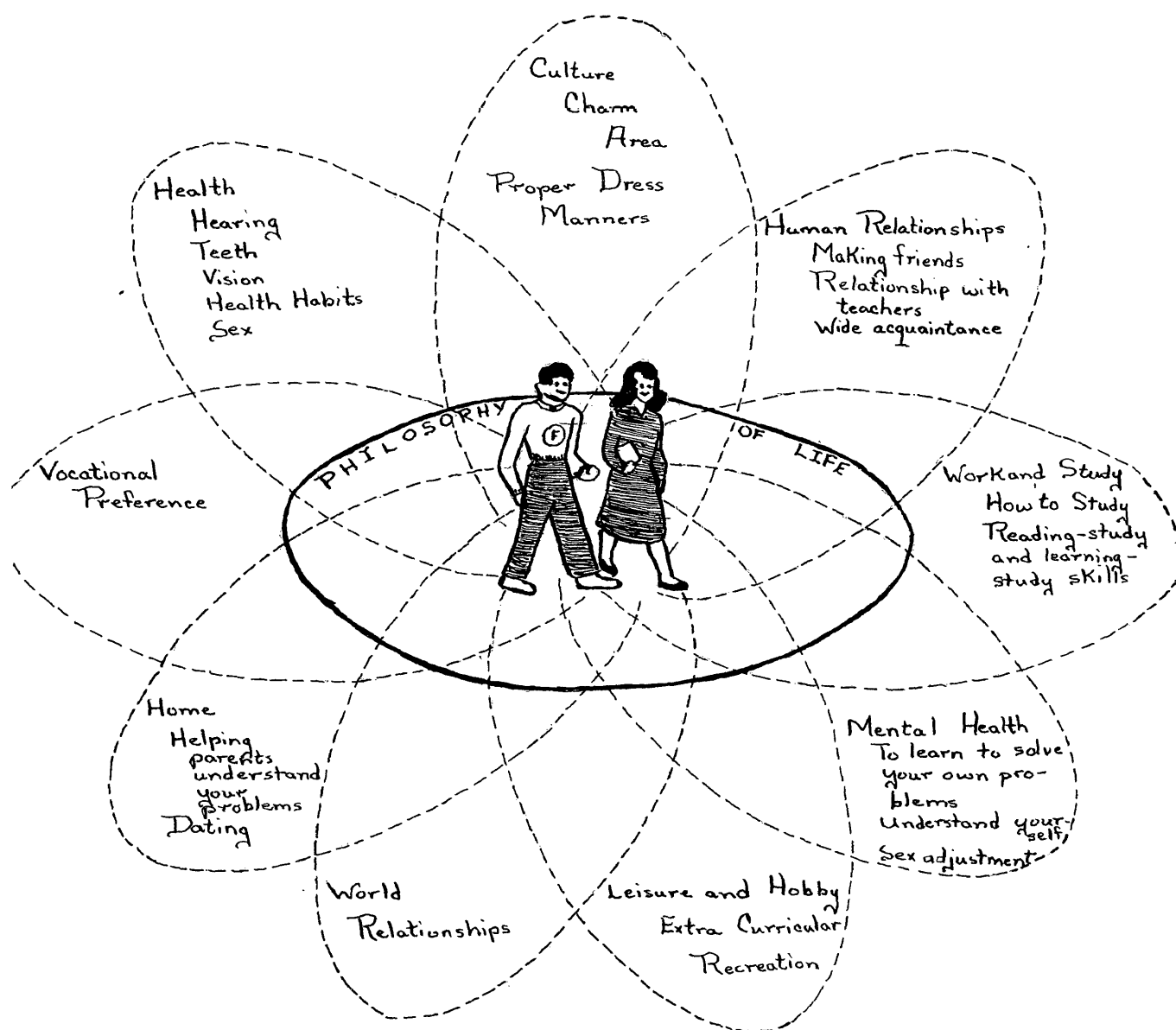
The implications of the interviews point definitely to the need for school planning to give the high school student a personal plan for relating all the forces in his life to give him the feeling that he has become a wholesome integrated personality.

The interviews with students point out that, while no one method is adequate by itself, the counselor can make much more rapid progress in discovering a pupil's needs and desires for counseling by an interview than by more indirect methods. The parent, the classroom teacher, the counselor, and the principal of a school, working together, can succeed in helping youth discover the interrelation of all of the areas of problems. In this study we have spoken of them as physical health, mental health, leisure and hobby, culture and charm, human relationships, home, work and study, and vocational choice.

The youth that can use their knowledge and experience in these areas to solve their own problems have become wholesome integrated personalities and have developed their philosophy of life. No one person can say what youth needs, but Clifford Erickson summarized the certain areas in which Omaha high school youth have indicated their needs as though he had been looking at this study when he said:

Every youth who leaves school ought to have these services available: First, a careful systematic study of himself with that information interpreted back to him so that as he leaves he is intelligent and literate about his own characteristics; secondly, every youth should have adequate information about what he is going to meet as he takes the next step; thirdly, every youth ought to have had competent, individual counseling. He should have received assistance in dealing with personal problems. He should be more able to plan his future. He should have increasing appreciation of his interests and abilities and increased understanding of the techniques and skills by which he can use those talents and resources.³¹

³¹Erickson, Clifford E., "Promoting World Citizenship in School and College Through Effective Guidance Practices," North Central Association, p. 285.



RECOMMENDATIONS

1. Each Omaha high school in the study should have group guidance for the freshmen the first semester of high school. The counselors of this group should teach these classes. A planned curriculum should be made by each high school to meet the need for adjustment in that particular high school.

2. Certain areas, in which Omaha high school students have indicated that they desire guidance and counseling, should not only be included in the group guidance of the ninth grade, but should be included as a part of the curriculum in the social studies of the junior year.

3. Special attention should be given to plans for guidance and counseling in the how-to-study area and vocational choice of all high school students.

To accomplish this would require:

First, definite plans to help all students develop proper work habits and work attitudes.

Second, provide accurate up-to-date occupational information and testing facilities to keep every youth informed as to his abilities.

Third, greater flexibility in program planning--adapting course to meet actual needs.

Fourth, "personalized counseling" which means that an appropriate space and facilities for a good guidance set-up be provided in each school.

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A P P E N D I X

Name of School _____ Date _____

Age last birthday _____ Boy _____ Girl _____

Student Questionnaire
 (HIGH SCHOOL GRADUATE AIDS FUTURE HIGH SCHOOL STUDENT)

You have had experiences and formed opinions in nearly four years of high school that can be very valuable to future high school students. By filling in this questionnaire, you will give teachers a better idea of the problems with which they may be able to help students. You may use the back of the paper for additional comments.

1. List ways that a classroom teacher has influenced you personally other than in his or her subject. Underline any of these ways listed or add others that you desire.

- a. Helped you to feel successful
- b. Helped you to be determined to do things
- c. Helped you to improve appearance
- d. Helped you to make friends
- e. Helped you to correct your difficulties
- f.

g.

h.

2. In whom do you confide concerning your personal problems: Underline.

- | | | | |
|-----------|-------------------|-----------|--------------|
| a. Mother | c. Guardian | e. Friend | f. Nurse |
| b. Father | d. Other relative | Adult | g. Teacher |
| | | Pal | h. Clergyman |

Do you benefit by this advice? Underline one.

Often

Occasionally

Seldom

Never

3. List the ways a counselor, principal, or other advisor at school has helped you. Underline each item with which you have had help and add others if you care to do so.

- a. Personal problems:

- How to get along with my family
- How to have both boy and girl friends
- How to get a job
- How to meet a certain handicap, as a particular illness
- How to understand myself
 - To learn how to enjoy being by myself
 - To learn how to get along with others
 - To help me decide upon a purpose
 - To learn to solve my own problems

- b. School problems:

- How to plan a class and study schedule
- How to keep an assignment book
- How to plan four year high school course
- How to improve in my work
- How to overcome a feeling of failure
- How to take part in school affairs
- How to adjust to the next activity beyond high school

4. Underline the problems you think high school students should have help in solving. These may not have been your problems, but you may have observed other high school students who would have benefited by such help.

A. Health

a. Correction of physical difficulties

Hearing Vision Teeth

b. Correction of health habits

Rest Recreation Cleanliness Diet

B. Social Interests

Proper dress Making friends
Manners Dating

C. Home

Helping parents understand your problems
Managing the money you have to spend
Selecting a vocation
Participation in home activities

D. School

Relationship with teachers
Wide acquaintance with other students
Wise choice of friends
How to study
Extent of extra-curricular activities

5. Do you ever give advice to others on their personal problems? (Underline)

Often Occasionally Seldom Never

6. Have you ever asked a school counselor for help? (Underline)

A few times Once Never

7. If you have definite plans for the future, such as a trade or vocation that does not require college preparation, briefly state these plans.

8. If you are planning to attend college, name the college and the vocation for which you are planning to prepare.

Omaha, Nebraska
July , 1948

Dear *Jim,*

I am making a study of High School Youth that have dropped out of school. This study is under the direction of the University of Omaha Sociology Department. Would you help me by answering briefly and honestly the three questions I have typed on the attached page. I also would like for you to check the questionnaire included.

Will you mail both to me in the self-addressed envelope as soon as possible as I am using the answers now. No names will be used in compiling the information.

Thank you for helping me.

Yours truly,

Mabel B. Carlson

Name _____

Grade at time you dropped school _____

What caused you to drop school? Check any of the reasons below or add others.

1. Needed to have money to support myself.
2. Needed to help support my family.
3. Subjects required at school were too difficult.
4. A certain subject was the cause of my deciding to drop.
5. Name subject _____
6. Had difficulty with a teacher.
7. Lost interest in school. Give reason if you can.

8. Decided to marry.
9. What do you suggest the schools could do to keep students in school. I will suggest a few things to give you an idea. If you feel these are important check them and add others.
 1. Give especial attention and help on his reading.
 2. Help him to know how to study by himself.
 3. Have a counselor that he knows and trusts that he can go to any time he has difficulty.

Omaha, Nebraska
July , 1948

Dear *Parent,*

I am making a study of High School Youth and the Home under the direction of the Sociology Department of the University of Omaha. To get a correct sampling we are supposed to select families in the various parts of the city for interviews. I would appreciate it if you would allow me to interview you. It will take about fifteen minutes of your time and no names will be used in the compiling of the information. I will call you by telephone to see if I may have your cooperation on this project.

Yours truly,

Mabel B. Carlson

SCHEDULE FOR INTERVIEWING PARENTS

We are interested in improving our counseling and guidance of high school youth, and we feel the parents have a real contribution to make if they will inform us of the problems of youth as they have observed them in their own home. All information will be used confidentially.

Would you mind stating some of the problems your own youngsters have had in regard to:

- School
- Choosing friends
- Use of leisure time
- Dating
- Religion
- Spending of money
- Increased independence
- Deciding upon a vocation

Would you care to comment on any facts that you have observed in regard to these problems concerning other boys and girls of teen age that you know? Could you suggest other important adolescent problems?

Interview 5

This interview is with a mother in a very neat average home. She has one girl who has just graduated from high school and one boy 13 years old who will enter high school this year.

The parents had never attended high school and so depended upon the school entirely to guide the children to take the courses in high school for which they were best fitted. The mother was much concerned about feeling incompetent in being able to help their youngsters in making a vocational choice. She thought that it was a great deal to ask of the school but believed the teachers or counselors were the only ones that had the information that would be significant in helping a student to make important decisions.

The daughter is now working at Neisner's. She has now become interested in bookkeeping and would like to make that her work. To do this she will have to pay for training that she could have taken in high school. The mother did not blame the school for not discovering the interest, but felt it would have meant much to the family if it had been possible for her to have decided upon this training in high school. She was now worrying as to whether the boy would make a wise selection in his course.

This mother also mentioned that the daughter, being rather timid, had not participated in activities in high

school to any extent. Since she has finished, she realizes that this has made it very difficult for her to make her adjustment to the business world.

Two very definite problems have been stated by this mother that are the responsibility of the school:

1. Guidance in selection of high school course that fits the interests and potentialities of the individual.
2. Social adjustment of the individual that will transfer to life situations.

Interview 6

These parents had one girl that will graduate from high school next year. The girl has had very satisfactory experiences in high school. One of her greatest thrills came last year when she was made a "Three-Star National Thespian." This is an award in Speech. The mother felt the school had helped a great deal in her personality development. The school had also helped her to obtain part-time work at a store during the school year, and this summer she was selected from a large number of applicants for regular work.

In this family there is also a sixteen-year old boy. She felt he needed much more help from the school than the girl had needed. He is more easily lead and more likely to have difficulties. He does not seem to know how to study his lessons by himself and would seem to need more definite directions. The mother praised

extra-curricular activities as being one of the most important reasons the boy did not smoke. She thought one of the best services the school could give was to help retiring youngsters to participate in activities.

Interview 7

Mrs. E. believed students need help in "How to Study." She said one problem that caused a great deal of difficulty in their home was her daughter's always putting off the preparation of her assignments. She believed that if she knew exactly how to proceed, it would solve the problem. It was mentioned that some teachers do not realize how many students can get no help or suggestions outside of the classroom.

The mother expressed her appreciation for the help her daughter had had from a classroom teacher in selecting a vocation and also for advice that had been given on personal problems. The girl has decided upon nursing for her work. She knows her counselor and feels free to go to her.

Interview 8

In this interview the mother talked most about the boy's home problems. The major one at the present time was Jack's wanting to go out many nights each week. He is a sophomore in high school and thinks his mother is very "old-fashioned." She believed he needed more extra-curricular activity to keep him employed after

school. However, he has a heart condition that allows him to participate in sports but not compete.

Such an interview should be given verbatim to really interpret the symptoms indicated. As the mother talked, one could easily see that all the problems were growing out of the mother's trying to build a world around Jack rather than teaching Jack that he had to adjust to the world.

Interview 9

Arthur has arrived at high school. To hear him talk one would think he was an exceptionally well-prepared student. He came to the counselor for his first interview because of not preparing an assignment. He explained that he could not write plainly and that he always misspelled words. The counselor checked some written work that he had with him. It was not even written in sentences.

Arthur then related his hobbies: hunting, fishing, and just observing wild life. He surprised the counselor by stating that his lifetime goal was to devote all his time to these hobbies and write about them for outdoor magazines. He planned to keep an accumulative record of his experiences and edit them in a book like Seton. He stated that he intended to take all the English and journalism he could while in high school.

There seemed to be a real interest in reading and English. Nevertheless, he received only a "4" in English I and was required to take Remedial Reading. Arthur's second interview came when he received a special report in each subject he was taking the second semester. The father had been asked to come for a conference and made no reply. Every special reported no daily work and refuses to do his work on time. In the interview Arthur said he did no home work because he did what he pleased at home. His mother and father were separated; he was responsible to the maid, but she could not make him do anything. He indicates by all of his statements he is self-opinionated. He says all that he cares to do is work enough to get by. He indicates that he enjoys courting attention.

This interview certainly gives the counselor almost an entire picture of this boy and his needs for counseling. He needs "personalized counseling" until he can make an adjustment that will allow him to really use his potentialities.